

WRITE SOURCE © 2007

correlated to

**Virginia English Standards of
Learning
Grades 9-12**

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correlated to
Virginia English Standards of Learning
Grade 9

O r a l L a n g u a g e

Standards of Learning, Grade 9	Write Source, Grade 9
9.1 The student will plan, present, and critique dramatic readings of literary selections. a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.	Student Book: 393-394 Teacher's Edition: 342A-343B, 393-394
b) Adapt presentation techniques to fit literary form.	Student Book: 395 Teacher's Edition: 395
c) Use verbal and nonverbal techniques for presentation.	Student Book: 400 Teacher's Edition: 400
d) Evaluate impact of presentation.	Student Book: 401 Teacher's Edition: 401
9.2 The student will make planned oral presentations. a) Include definitions to increase clarity.	Student Book: 394 Teacher's Edition: 394
b) Use relevant details to support main ideas.	Student Book: 396-397 Teacher's Edition: 396-397
c) Illustrate main ideas through anecdotes and examples.	Student Book: 396-397, 600 Teacher's Edition: 396-397, 600
d) Cite information sources.	Student Book: 402-403, 381-384 Teacher's Edition: 402-403, 381-384

Standards of Learning, Grade 9	Write Source, Grade 9
e) Make impromptu responses to questions about presentation.	Student Book: 400-401 Teacher's Edition: 400-401
f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	Student Book: 395-399 Teacher's Edition: 395-399

Reading Analysis

Standards of Learning, Grade 9	Write Source, Grade 9
9.3 The student will read and analyze a variety of literature. a) Identify format, text structure, and main idea.	Student Book: 254-260 Teacher's Edition: 254-260
b) Identify the characteristics that distinguish literary forms.	Student Book: 586-587 Teacher's Edition: 586-587
c) Use literary terms in describing and analyzing selections.	Student Book: 598-599 Teacher's Edition: 598-599
d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	Student Book: 322 Teacher's Edition: 322
e) Explain the relationship between the author's style and literary effect.	Student Book: 295-296 Teacher's Edition: 295-296
f) Describe the use of images and sounds to elicit the reader's emotions.	Student Book: 298-309, 340-341 Teacher's Edition: 298-309, 340-341
g) Explain the influence of historical context on the form, style, and point of view of a written work.	Student Book: 298-309 Teacher's Edition: 298-309

Standards of Learning, Grade 9	Write Source, Grade 9
<p>9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.</p> <p>a) Identify a position/argument to be confirmed, disproved, or modified.</p>	<p>Student Book: 200-210</p> <p>Teacher’s Edition: 200A-200B. 200-210</p>
<p>b) Evaluate clarity and accuracy of information.</p>	<p>Student Book: 217-228</p> <p>Teacher’s Edition: 217-228</p>
<p>c) Synthesize information from sources and apply it in written and oral presentations.</p>	<p>Student Book: 211-216</p> <p>Teacher’s Edition: 211-216</p>
<p>d) Identify questions not answered by a selected text.</p>	<p>Student Book: 247-253</p> <p>Teacher’s Edition: 247-253</p>
<p>e) Extend general and specialized vocabulary through speaking, reading, and writing.</p>	<p>Student Book: 229-232</p> <p>Teacher’s Edition: 229-232</p>
<p>9.5 The student will read dramatic selections.</p> <p>a) Identify the two basic parts of drama: staging and scripting.</p>	<p>Student Book: 323-332</p> <p>Teacher’s Edition: 312A-312B, 323-332</p>
<p>b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.</p>	<p>Student Book: 327-329</p> <p>Teacher’s Edition: 327-329</p>
<p>c) Describe how stage directions help the reader understand a play’s setting, mood, characters, plot, and theme.</p>	<p>Student Book: 329</p> <p>Teacher’s Edition: 329</p>

Writing

Standards of Learning, Grade 9	Write Source, Grade 9
<p>9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.</p> <p>a) Generate, gather, and organize ideas for writing.</p>	<p>Student Book: 88-100, 144-156, 200-210</p> <p>Teacher's Edition: 6A-6B, 88A-88B, 88-100, 144A-144B, 144-156, 200A-200B, 200-210</p>
<p>b) Plan and organize writing to address a specific audience and purpose.</p>	<p>Student Book: 101-106, 157-162, 211-216</p> <p>Teacher's Edition: 101-106, 157-162, 211-216</p>
<p>c) Communicate clearly the purpose of the writing.</p>	<p>Student Book: 112-113, 168-169, 222-223</p> <p>Teacher's Edition: 112-113, 168-169, 222-223</p>
<p>d) Write clear, varied sentences.</p>	<p>Student Book: 116-117, 172-173, 226-227, 549-560, 738-763</p> <p>Teacher's Edition: 116-117, 172-173, 226-227, 549-560, 738-763</p>
<p>e) Use specific vocabulary and information.</p>	<p>Student Book: 114-115, 170-171, 224-225, 533-548, 678-699</p> <p>Teacher's Edition: 114-115, 170-171, 224-225, 533-548, 678-699</p>
<p>f) Arrange paragraphs into a logical progression.</p>	<p>Student Book: 110-111, 166-167, 220-221, 561-579</p> <p>Teacher's Edition: 110-111, 166-167, 220-221, 561-579</p>
<p>g) Revise writing for clarity.</p>	<p>Student Book: 107-109, 163-165, 217-219</p> <p>Teacher's Edition: 107-109, 163-165, 217-219</p>
<p>h) Proofread and prepare final product for intended audience and purpose.</p>	<p>Student Book: 26-32, 119-128, 175-192, 229-238</p> <p>Teacher's Edition: 6A-6B, 26-32, 119-128, 175-192, 229-238</p>
<p>9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.</p>	<p>Student Book: 738-763</p> <p>Teacher's Edition: 738-763</p>

Standards of Learning, Grade 9	Write Source, Grade 9
b) Use parallel structures across sentences and paragraphs.	Student Book: 550 Teacher's Edition: 550
c) Use appositives, main clauses, and subordinate clauses.	Student Book: 535, 610, 744 Teacher's Edition: 535, 610, 744
d) Use commas and semicolons to distinguish and divide main and subordinate clauses.	Student Book: 173, 608-609 Teacher's Edition: 173, 608-609

Research

Standards of Learning, Grade 9	Write Source, Grade 9
9.8 The student will credit the sources of both quoted and paraphrased ideas. a) Define the meaning and consequences of plagiarism.	Student Book: 274, 369 Teacher's Edition: 342A-342B, 274, 369
b) Distinguish one's own ideas from information created or discovered by others.	Student Book: 369 Teacher's Edition: 369
c) Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.	Student Book: 370, 374, 381-384 Teacher's Edition: 370, 374, 381-384
9.9 The student will use print, electronic databases, and online resources to access information. a) Identify key terms specific to research tools and processes.	Student Book: 343-354 Teacher's Edition: 343-354
b) Narrow the focus of a search.	Student Book: 366 Teacher's Edition: 366
c) Scan and select resources.	Student Book: 367-374, 381-384 Teacher's Edition: 367-374, 381-384

Standards of Learning, Grade 9	Write Source, Grade 9
d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.	Student Book: 346 Teacher's Edition: 346



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Virginia English Standards of Learning
Grade 10

O r a l L a n g u a g e

Standards of Learning, Grade 10	Write Source, Grade 10
10.1 The student will participate in and report on small-group learning activities. a) Assume responsibility for specific group tasks.	Student Book: 393-395 Teacher's Edition: 342A-342B, 393-395
b) Participate in the preparation of an outline or summary of the group activity.	Student Book: 396-398, 590 Teacher's Edition: 396-398, 590
c) Include all group members in oral presentation.	Student Book: 463-465 Teacher's Edition: 463-465
d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	Student Book: 399-400 Teacher's Edition: 399-400
10.2 The student will critique oral reports of small-group learning activities. a) Evaluate one's own role in preparation and delivery of oral reports.	Student Book: 401 Teacher's Edition: 401
b) Evaluate effectiveness of group process in preparation and delivery of oral reports.	Student Book: 402-403 Teacher's Edition: 402-403

Reading Analysis

Standards of Learning, Grade 10	Write Source, Grade 10
<p>10.3 The student will read, comprehend, and critique literary works.</p> <p>a) Identify text organization and structure.</p>	<p>Student Book: 254-261</p> <p>Teacher's Edition: 254A-254B, 254-261</p>
<p>b) Identify main and supporting structure.</p>	<p>Student Book: 262-266</p> <p>Teacher's Edition: 262-266</p>
<p>c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</p>	<p>Student Book: 266-272</p> <p>Teacher's Edition: 266-272</p>
<p>d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.</p>	<p>Student Book: 448-449, 574</p> <p>Teacher's Edition: 448-449, 574</p>
<p>e) Identify universal themes prevalent in the literature of different cultures.</p>	<p>Student Book: 254-261</p> <p>Teacher's Edition: 254-261</p>
<p>f) Examine a literary selection from several critical perspectives.</p>	<p>Student Book: 295-311</p> <p>Teacher's Edition: 295-311</p>
<p>10.4 The student will read and interpret informational materials.</p> <p>a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.</p>	<p>Student Book: 404-461</p> <p>Teacher's Edition: 404A-404B, 404-461</p>
<p>b) Skim manuals or informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.</p>	<p>Student Book: 404-461</p> <p>Teacher's Edition: 404-461</p>
<p>c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.</p>	<p>Student Book: 448-449</p> <p>Teacher's Edition: 448-449</p>

Standards of Learning, Grade 10	Write Source, Grade 10
10.5 The student will read and analyze a variety of poetry. a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.	Student Book: 340-341 Teacher's Edition: 321A-312B, 340-341
b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.	Student Book: 333-339 Teacher's Edition: 333-339
c) Interpret and paraphrase the meaning of selected poems.	Student Book: 333-339 Teacher's Edition: 333-339
10.6 The student will read and critique dramatic selections. a) Explain the use of asides, soliloquies, and monologues in the development of a single character.	Student Book: 323-332 Teacher's Edition: 323-332
b) Compare and contrast character development in a play to characterization in other literary forms.	Student Book: 327-328, 448-449 Teacher's Edition: 327-328, 448-449

Writing

Standards of Learning, Grade 10	Write Source, Grade 10
10.7 The student will develop a variety of writing, with an emphasis on exposition. a) Generate, gather, plan, and organize ideas for writing.	Student Book: 6-12, 39-54, 144-156 Teacher's Edition: 6-12, 39-54, 144A-144B, 144-156
b) Elaborate ideas clearly through word choice and vivid description.	Student Book: 168-171, 681-689 Teacher's Edition: 168-171, 681-689
c) Write clear, varied sentences.	Student Book: 157-162, 172-173, 739-763 Teacher's Edition: 157-162, 172-173, 739-763
d) Organize ideas into a logical sequence.	Student Book: 166-167, 571-574 Teacher's Edition: 166-167, 571-574

Standards of Learning, Grade 10	Write Source, Grade 10
e) Revise writing for clarity of content and presentation.	Student Book: 164-165, 604-647 Teacher's Edition: 164-165, 604-647
f) Proofread and prepare final product for intended audience and purpose.	Student Book: 175-184, 649-672 Teacher's Edition: 175-184, 649-672
10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	Student Book: 355-392 Teacher's Edition: 355-392
b) Apply rules governing use of the colon.	Student Book: 620-621 Teacher's Edition: 620-621
c) Distinguish between active and passive voice.	Student Book: 722-723 Teacher's Edition: 722-723
10.9 The student will critique professional and peer writing. a) Analyze the writing of others.	Student Book: 56-57, 126-127, 182-183, 236-237, 292-293 Teacher's Edition: 56-57, 126-127, 182-183, 236-237, 292-293
b) Describe how the author accomplishes the intended purpose of a writing.	Student Book: 22, 55-60, 87 Teacher's Edition: 22, 55-60, 87
c) Suggest how writing might be improved.	Student Book: 55-60 Teacher's Edition: 55-60
10.10 The student will use writing to interpret, analyze, and evaluate ideas. a) Explain concepts contained in literature and other disciplines.	Student Book: 295-310 Teacher's Edition: 292A-292B, 295-310

Standards of Learning, Grade 10	Write Source, Grade 10
b) Translate concepts into simpler or more easily understood terms.	Student Book: 295-310 Teacher's Edition: 295-310

Research

Standards of Learning, Grade 10	Write Source, Grade 10
10.11 The student will collect, evaluate, organize, and present information. a) Organize information from a variety of sources.	Student Book: 342-354, 467-472 Teacher's Edition: 342A-342B, 342-354, 467-472
b) Develop the central idea or focus.	Student Book: 364-380 Teacher's Edition: 364-380
c) Verify the accuracy and usefulness of information.	Student Book: 344-345 Teacher's Edition: 344-345
d) Credit sources for both quoted and paraphrased ideas.	Student Book: 381-384 Teacher's Edition: 381-384
e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.	Student Book: 392-403 Teacher's Edition: 392-403
f) Use technology to access information, organize ideas, and develop writing.	Student Book: 383-384, 602-603 Teacher's Edition: 383-384, 602-603



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Grade 11

Oral Language

Standards of Learning, Grade 11	Write Source, Grade 11
11.1 The student will make informative and persuasive presentations. a) Gather and organize evidence to support a position.	Student Book: 439-442 Teacher's Edition: 370A-370B, 439-442
b) Present evidence clearly and convincingly.	Student Book: 446-447 Teacher's Edition: 446-447
c) Support and defend ideas in public forums.	Student Book: 442-449 Teacher's Edition: 442-449
d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	Student Book: 522-526 Teacher's Edition: 522A-522B, 522-526
11.2 The student will analyze and evaluate informative and persuasive presentations. a) Critique the accuracy, relevance, and organization of evidence.	Student Book: 121-126, 447 Teacher's Edition: 96A-96B, 121-126, 447
b) Critique the clarity and effectiveness of delivery.	Student Book: 121-126, 447 Teacher's Edition: 96A-96B, 121-126, 447

Reading Analysis

Standards of Learning, Grade 11	Write Source, Grade 11
<p>11.3 The student will read and analyze relationships among American literature, history, and culture.</p> <p>a) Describe contributions of different cultures to the development of American literature.</p>	<p>Student Book: 323-339</p> <p>Teacher's Edition: 274A-274B, 323-339</p>
<p>b) Compare and contrast the development of American literature in its historical context.</p>	<p>Student Book: 203-210, 213, 585</p> <p>Teacher's Edition: 162A-162B, 203-210, 213, 585</p>
<p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p>	<p>Student Book: 274-314, 323-339</p> <p>Teacher's Edition: 274-314, 323-339</p>
<p>d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.</p>	<p>Student Book: 323-339</p> <p>Teacher's Edition: 323-339</p>
<p>11.4 The student will read and analyze a variety of informational materials.</p> <p>a) Use information from texts to clarify or refine understanding of academic concepts.</p>	<p>Student Book: 450-521</p> <p>Teacher's Edition: 450A-450B, 450-521</p>
<p>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p>	<p>Student Book: 507-521, 533-575</p> <p>Teacher's Edition: 522A-522B, 507-521, 533-575</p>
<p>c) Apply concepts and use vocabulary in informational and technical materials to complete a task.</p>	<p>Student Book: 533-575</p> <p>Teacher's Edition: 533-575</p>
<p>d) Generalize ideas from selections to make predictions about other texts.</p>	<p>Student Book: 543-550</p> <p>Teacher's Edition: 543-550</p>
<p>e) Analyze information from a text to draw conclusions.</p>	<p>Student Book: 218-258</p> <p>Teacher's Edition: 218A-218B, 218-258</p>

Standards of Learning, Grade 11	Write Source, Grade 11
<p>11.5 The student will read and critique a variety of poetry.</p> <p>a) Analyze the poetic elements of contemporary and traditional poems.</p>	<p>Student Book: 315-322</p> <p>Teacher’s Edition: 274A-274B, 315-322</p>
<p>b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.</p>	<p>Student Book: 319, 361-369</p> <p>Teacher’s Edition: 319, 361-369</p>
<p>c) Compare and contrast the works of contemporary and past American poets.</p>	<p>Student Book: 203-210, 213, 585</p> <p>Teacher’s Edition: 162A-162B, 203-210, 213, 585</p>
<p>11.6 The student will read and critique a variety of dramatic selections.</p> <p>a) Describe the dramatic conventions or devices used by playwrights to present ideas.</p>	<p>Student Book: 351-360</p> <p>Teacher’s Edition: 351-360</p>
<p>b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.</p>	<p>Student Book: 360</p> <p>Teacher’s Edition: 360</p>
<p>c) Explain the use of verbal, situational, and dramatic irony.</p>	<p>Student Book: 600</p> <p>Teacher’s Edition: 600</p>

Writing

Standards of Learning, Grade 11	Write Source, Grade 11
<p>11.7 The student will write in a variety of forms, with an emphasis on persuasion.</p> <p>a) Generate, gather, plan, and organize ideas for writing.</p>	<p>Student Book: 51-58, 96-104, 218-230</p> <p>Teacher’s Edition: 51-58, 96-104, 218A-218B, 218-230</p>
<p>b) Develop a focus for writing.</p>	<p>Student Book: 51-58, 105-112, 231-236</p> <p>Teacher’s Edition: 51-58, 105-112, 231-236</p>
<p>c) Evaluate and cite applicable information.</p>	<p>Student Book: 59-66, 96-104, 238</p> <p>Teacher’s Edition: 59-66, 96-104, 238</p>

Standards of Learning, Grade 11	Write Source, Grade 11
d) Organize ideas in a logical manner.	Student Book: 59-66, 105-112, 240-241 Teacher's Edition: 59-66, 105-112, 240-241
e) Elaborate ideas clearly and accurately.	Student Book: 73-80, 113-120, 242-243 Teacher's Edition: 73-80, 113-120, 242-243
f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	Student Book: 67-72, 244-245 Teacher's Edition: 67-72, 244-245
g) Revise writing for accuracy and depth of information.	Student Book: 89-95, 113-120, 246-247 Teacher's Edition: 89-95, 113-120, 246-247
h) Proofread final copy and prepare document for intended audience and purpose.	Student Book: 89-95, 133-139, 249-258 Teacher's Edition: 89-95, 133-139, 249-258
11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.	Student Book: 383-416, 425-438 Teacher's Edition: 370A-370B, 383-416, 425-438
b) Use verbals and verbal phrases to achieve sentence conciseness and variety.	Student Book: 81-88, 741-763 Teacher's Edition: 81-88, 741-763
c) Adjust sentence and paragraph structures for a variety of purposes and audiences.	Student Book: 81-88, 91-95, 576-588 Teacher's Edition: 81-88, 91-95, 522A-522B, 576-588
11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education. a) Apply a variety of planning strategies to generate and organize ideas.	Student Book: 51-58, 507-521 Teacher's Edition: 51-58, 450A-450B, 507-521

Standards of Learning, Grade 11	Write Source, Grade 11
b) Organize information to support purpose and form of writing.	Student Book: 59-66 Teacher's Edition: 59-66
c) Present information in a logical manner.	Student Book: 67-88 Teacher's Edition: 67-88
d) Revise writing for clarity.	Student Book: 89-95 Teacher's Edition: 89-95
e) Use technology to access information, organize ideas, and develop writing.	Student Book: 434-436 Teacher's Edition: 434-436

Research

Standards of Learning, Grade 11	Write Source, Grade 11
11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a) Narrow a topic.	Student Book: 393-400 Teacher's Edition: 370A-370B, 393-400
b) Develop a plan for research.	Student Book: 401-407 Teacher's Edition: 401-407
c) Collect information to support a thesis.	Student Book: 370-382 Teacher's Edition: 370-382
d) Evaluate quality and accuracy of information.	Student Book: 417-424 Teacher's Edition: 417-424
e) Synthesize information in a logical sequence.	Student Book: 393-400 Teacher's Edition: 393-400
f) Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	Student Book: 383-416, 425-438 Teacher's Edition: 383-416, 425-438

Standards of Learning, Grade 11	Write Source, Grade 11
g) Edit writing for clarity of content and effect.	Student Book: 408-412 Teacher's Edition: 408-412
h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.	Student Book: 413-414 Teacher's Edition: 413-414
i) Proofread final copy and prepare document for publication or submission.	Student Book: 415-416 Teacher's Edition: 415-416
j) Use technology to access information, organize ideas, and develop writing.	Student Book: 372-382 Teacher's Edition: 372-382



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O r a l L a n g u a g e

Standards of Learning, Grade 12	Write Source, Grade 12
12.1 The student will make a 5 to 10 minute formal oral presentation. a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.	Student Book: 439-441 Teacher's Edition: 370A-370B, 439-441
b) Use a well-structured narrative or logical argument.	Student Book: 442-444 Teacher's Edition: 442-444
c) Use details, illustration, statistics, comparisons, and analogies to support purposes.	Student Book: 442-444 Teacher's Edition: 442-444
d) Use visual aids or technology to support presentation.	Student Book: 448-449 Teacher's Edition: 448-449
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	Student Book: 445-447 Teacher's Edition: 445-447
12.2 The student will evaluate formal presentations. a) Critique relationships among purpose, audience, and content of presentations.	Student Book: 447 Teacher's Edition: 447
b) Critique effectiveness of presentations.	Student Book: 447 Teacher's Edition: 447

Reading Analysis

Standards of Learning, Grade 12	Write Source, Grade 12
<p>12.3 The student will read and analyze the development of British literature and literature of other cultures.</p> <p>a) Recognize major literary forms and their elements.</p>	<p>Student Book: 274-314</p> <p>Teacher's Edition: 274A-274B, 274-314</p>
<p>b) Recognize the characteristics of major chronological eras.</p>	<p>Student Book: 323-339</p> <p>Teacher's Edition: 323-339</p>
<p>c) Relate literary works and authors to major themes and issues of their eras.</p>	<p>Student Book: 315-322</p> <p>Teacher's Edition: 315-322</p>
<p>12.4 The student will read and analyze a variety of informational materials, including electronic resources.</p> <p>a) Identify formats common to new publications and information resources.</p>	<p>Student Book: 450-521</p> <p>Teacher's Edition: 450A-450B, 450-521</p>
<p>b) Recognize and apply specialized informational vocabulary.</p>	<p>Student Book: 679-699</p> <p>Teacher's Edition: 679-699</p>
<p>c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.</p>	<p>Student Book: 533-542</p> <p>Teacher's Edition: 533-542</p>
<p>e) Evaluate the quality of informational and technical materials.</p>	<p>Student Book: 121-126</p> <p>Teacher's Edition: 121-126</p>
<p>12.5 The student will read and critique a variety of poetry.</p> <p>a) Explain how the choice of words in a poem creates tone and voice.</p>	<p>Student Book: 361-369</p> <p>Teacher's Edition: 340A-340B, 361-369</p>

Standards of Learning, Grade 12	Write Source, Grade 12
b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.	Student Book: 368-369 Teacher's Edition: 368-369
c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.	Student Book: 368-369 Teacher's Edition: 368-369
d) Compare and contrast traditional and contemporary works of poets from many cultures.	Student Book: 213, 585 Teacher's Edition: 162A-162B, 213, 585
12.6 The student will read and critique dramatic selections from a variety of authors.	Student Book: 350-360 Teacher's Edition: 350-360
a) Describe the conflict, plot, climax, and setting.	
b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.	Student Book: 213, 355-358, 585 Teacher's Edition: 213, 355-358, 585
c) Identify the most effective elements of selected plays.	Student Book: 350, 600-601 Teacher's Edition: 350, 600-601
d) Compare and contrast dramatic elements of plays from American, British, and other cultures.	Student Book: 213, 585 Teacher's Edition: 213, 585

Writing

Standards of Learning, Grade 12	Write Source, Grade 12
12.7 The student will develop expository and informational writings.	Student Book: 59-66, 162-174 Teacher's Edition: 59-66, 162A-162B, 162-174
a) Generate, gather, plan, and organize ideas for writing.	
b) Consider audience and purpose when planning for writing.	Student Book: 67-72 Teacher's Edition: 67-72

Standards of Learning, Grade 12	Write Source, Grade 12
c) Write analytically about literary, informational, and visual materials.	Student Book: 73-88, 211-217 Teacher's Edition: 73-88, 211-217
d) Elaborate ideas clearly and accurately.	Student Book: 51-58, 175-180 Teacher's Edition: 51-58, 175-180
e) Revise writing for depth of information and technique of presentation.	Student Book: 81-88, 181-192 Teacher's Edition: 81-88, 181-192
f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.	Student Book: 89-90, 193-199 Teacher's Edition: 89-90, 193-199
g) Proofread final copy and prepare document for publication or submission.	Student Book: 91-95, 200-202 Teacher's Edition: 91-95, 200-202

Research

Standards of Learning, Grade 12	Write Source, Grade 12
12.8 The student will write documented research papers.	Student Book: 370-382
a) Identify and understand the ethical issues of research and documentation.	Teacher's Edition: 370A-370B, 370-382
b) Evaluate the accuracy and usefulness of information.	Student Book: 417-424 Teacher's Edition: 417-424
c) Synthesize information to support the thesis.	Student Book: 393-401 Teacher's Edition: 393-401
d) Present information in a logical manner.	Student Book: 402-407 Teacher's Edition: 402-407
e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	Student Book: 383-416, 425-438 Teacher's Edition: 383-416, 425-438

Standards of Learning, Grade 12	Write Source, Grade 12
f) Edit copies for correct use of language, spelling, punctuation, and capitalization.	Student Book: 409-414 Teacher's Edition: 409-414
g) Proofread final copy and prepare document for publication or submission.	Student Book: 415-416 Teacher's Edition: 415-416



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