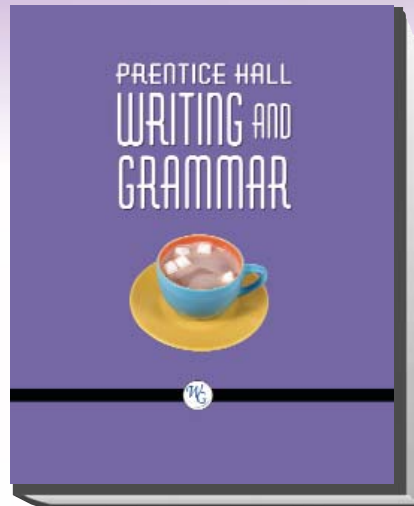


# Prentice Hall

*Writing and Grammar, Grade 10, 8th Edition ©  
2008*



C O R R E L A T E D T O

West Virginia Generic Evaluation Criteria for English Language Arts  
(Composition, Grammar, Handwriting, Journalism and Speech) and  
Specific Evaluation Criteria for Composition and Grammar  
Grade 10



TEACH • INSPIRE • CONNECT

## INSTRUCTIONAL MATERIALS ADOPTION

<b>PUBLISHER:</b>	<b>Pearson Prentice Hall</b>
<b>SUBJECT:</b>	<b>Language Arts</b>
<b>SPECIFIC GRADE:</b>	<b>10</b>
<b>COURSE:</b>	<b>Composition and Grammar</b>
<b>TITLE:</b>	<b>Prentice Hall Writing and Grammar, 8E</b>
<b>COPYRIGHT DATE:</b>	<b>2008</b>
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<b>TE ISBN:</b>	<b>0132009749</b>

### GENERIC EVALUATION CRITERIA

#### GROUP II – 2008-2014

#### English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
			<b>I. INTER-ETHNIC</b> The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:  "The Long Tale of Madonna the Iguana," by Linda Greenhouse, pp. 50–51 "Maud Martha Spires the Mouse," by Gwendolyn Brooks, pp. 78–79 From <i>Letters Home from Vietnam</i> , pp. 102–103 Two Views: "The State's Nose in Family Life" by Ellen Goodman and "The Littlest Defector Deserves Asylum" by George Will, pp. 129–129 "Two Writing Processes," by William Zinsser, pp. 174–175 "Growing Pains in China," by Cindy Lin, pp. 198–199 From "Caring for Whales, Dolphins, and Porpoises" by Mark Carwardine, pp. 222–223 From <i>The Fugitive Tradition</i> by Barbara A. Babcock and Guy and Doris Monahan, pp. 246–249 From the "Introduction to the <i>Hunchback of Notre Dame</i> " by

				<p>Paul Montazzoli, pp. 278–281</p> <p>Also see:</p> <p><i>Spotlight on the Humanities</i>: analyzing culture as presented in media, 44, recognizing oral traditions, 96, making cultural connections, 120, appreciating cultural contributions, 192</p> <p>See the images on pp. 2, 12, 71, and 94</p>
_____	_____	_____	<p><b>II. EQUAL OPPORTUNITY</b></p> <p>The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).</p>	<p>Models from literature are used to provide exemplars of writing genres for students as they begin their own papers. These literature models are by writers from a wide variety of backgrounds and deal with diverse themes. Titles include the following:</p> <p>Two Views: “The State’s Nose in Family Life” by Ellen Goodman and “The Littlest Defector Deserves Asylum” by George Will, pp. 129–129</p> <p>“Growing Pains in China,” by Cindy Lin, pp. 198–199</p> <p>From “Caring for Whales, Dolphins, and Porpoises” by Mark Carwardine, pp. 222–223</p> <p>From <i>The Fugitive Tradition</i> by Barbara A. Babcock and Guy and Doris Monthan, pp. 246–249</p> <p>From the “Introduction to the <i>Hunchback of Notre Dame</i>” by Paul Montazzoli, pp. 278–281</p> <p>Also see:</p> <p><i>Spotlight on the Humanities</i>: dance descriptions, 120, comparing and contrasting dance, 192, recognizing musical achievements, 272, election laws, 318</p> <p>For images depicting themes of opportunity, diversity, heritage, and achievement, see pp. 37, 43, 44, 116, 124, 166, 244, 270, 295, 318, 398, 399, 429, 440, 453, 454, and 457</p>

**GROUP II – 2008-2014**  
**English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth 80%	A=Adequate 80%	M=Minimal 60%	N=Nonexistent Less than 60%	I		A		M		N

In addition to alignment of *Content Standards and Objectives (CSOs)*, materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop

**A. Learning Skills**

**Chapter 29: Speaking, Listening, Viewing, and Representing** (pp. 744–763)

**Chapter 31: Reading Skills** (pp. 790–809)

**Chapter 32: Study, Reference, and Test-Taking Skills**, (pp. 812–831)

**Chapter 33: Workplace Skills and Competencies** (pp. 834–845)

Also see:

Rubric for Self-Assessment/Reflecting on Your Writing, 23, 67, 91, 115, 137, 164, 188, 212, 266, 294

Problem and Solution Essay, 220–221, 222–223, 224–227, 228–229, 230–234, 235, 236–238

- ☐ Thinking and Problem-Solving Skills.
- ☐ Information and Communication Skills.
- ☐ Interpersonal and Self-Direction Skills and use these 21 Century Tools

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*Media and Technology Skills:* recognizing varieties of media sources of information, 45, comparing media sources, 193, using technology to find answers, 241; *Internet:* printing information from, 203, sharing research writing on, 266, evaluating material on, 798, catalogs on, 816, finding and evaluating information on, 826–827, learning to use, 845; Electronic Bulletin Boards, 301; Electronic Indexes, 819; Electronic Dictionaries, 820, 821; Electronic Maps, 825, 827; *Chapter 33: Workplace Skills and Competencies*, 834–845; *Internet Research Handbook:* researching on, 887–889; also see: *Reading Skills:* Reading Nonfiction Critically, 798–803, Reading from Varied Sources, 808–809; Reference Skills, 815–828; *Standardized Test Preparation Workshop:* reading informational texts, 846–847

## B. 21<sup>st</sup> Century Tools

- ☐ Problem-solving tools (such as spreadsheets, decision support, design tools)
- ☐ Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools)
- ☐ Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools)

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## INSTRUCTIONAL MATERIALS ADOPTION: GENERAL EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of”** and **i.e. means that “each of” those items must be addressed**. Eighty percent of the combined general and specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

### GROUP II – 2008-2014

#### English Language Arts (Composition, Grammar, Handwriting, Journalism and Speech) K-12

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
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For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to

#### A. Multimedia

A wide range of technology resources support every aspect of the program. These include the following:

**Interactive Textbook**  
(available online or on CD-ROM, www.pearsonsuccessnet.com) provides the same content as

- offer appropriate multimedia (e.g., software, audio, visual, internet access) materials.

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the textbook and in addition includes the following:

- ***PH Online***

- ***Essay Scorer***

- which provides instant holistic essay scoring along with revision opportunities and analytical feedback

- ***Interactive Writing and Grammar Exercises***

- webcodes throughout the student edition allow students to quickly access online grammar exercises, reviews, writing tools, and tutorials

- ***Diagnostic Tests and Scoring Rubrics***

Other multimedia resources include the following:

- ***Teacher Express CD-ROM*** which contains lesson

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planning  
software,  
searchable  
and printable  
resources, and  
integrated  
teaching  
calendar for  
lesson  
organization

- **Examview  
Test Bank  
CD-ROM**  
creates  
customizable  
tests,  
worksheets  
and study  
guides for  
print, LAN-  
based, and  
Internet-based  
tests

- **Writers at  
Work DVD**  
which includes  
in-depth  
interviews with  
authors who  
explain how  
they  
incorporate the  
writing process  
into their daily  
lives

See next  
standard for  
detailed  
explanation of  
Internet  
components of  
this program.

\_\_\_\_\_



**Interactive  
Textbook  
(available  
online or on  
CD-ROM**

www.pearsonsuccessnet.com)  
provides the  
same content as  
the textbook and  
in addition  
includes the  
following:

- ***Interactive  
Writing and  
Grammar  
Exercises***

webcodes  
throughout the  
student edition  
allow students  
to quickly  
access online  
grammar  
exercises,  
reviews,  
writing tools,  
and tutorials

- ***PH Online  
Essay Scorer***

which provides  
instant holistic  
essay scoring  
along with  
revision  
opportunities  
and analytical  
feedback

- ***Diagnostic  
Tests and  
Scoring  
Rubrics***

In the Teacher's

2. provide a website which provides links to relevant sites as well as lesson plans, student activities and parent resources.

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Edition, links to the **Interactive Textbook** [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com) can be found throughout the text, but for examples, please see pp. 76b, 152b, and 220b. Links can also be found in the student edition on pages 200, 228, and 550.

For examples of online support, see [http://phschool.com/atschool/writing\\_grammar/webcodes/program\\_page.html](http://phschool.com/atschool/writing_grammar/webcodes/program_page.html) and following the links for each level of the program.

In addition, the Prentice Hall **Online Essay Scorer** provides instant scoring and feedback for all **Writing Workshop** assignments and can be found at [www.phsuccessnet.com](http://www.phsuccessnet.com) as referenced in the

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Teacher's  
Edition text on  
pp. 67, 143, and  
266

A wide range of  
technology  
resources  
support every  
aspect of the  
program. These  
include the  
following:

**Interactive  
Textbook**  
(available  
online or on  
CD-ROM,  
www.pearsonsu  
ccessnet.com)  
provides the  
same content as  
the textbook and  
in addition  
includes the  
following:

- ***PH Online  
Essay Scorer***  
which provides  
instant holistic  
essay scoring  
along with  
revision  
opportunities  
and analytical  
feedback
- ***Interactive  
Writing and  
Grammar  
Exercises***  
webcodes  
throughout the

3. integrate technology into the curriculum.

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student edition  
allow students  
to quickly  
access online  
grammar  
exercises,  
reviews,  
writing tools,  
and tutorials

- ***Diagnostic Tests and Scoring Rubrics***

Other  
multimedia  
resources  
include the  
following:

- ***Teacher Express CD-ROM*** which  
contains  
lesson  
planning  
software,  
searchable  
and printable  
resources, and  
integrated  
teaching  
calendar for  
lesson  
organization

- ***Examview Test Bank CD-ROM***  
creates  
customizable  
tests,  
worksheets  
and study  
guides for  
print, LAN-

\_\_\_\_\_

based, and  
Internet-based  
tests

- **Writers at Work DVD**  
which includes  
in-depth  
interviews with  
authors who  
explain how  
they  
incorporate the  
writing process  
into their daily  
lives

See next  
standard for  
detailed  
explanation of  
Internet  
components of  
this program.

The program  
emphasizes  
student  
awareness of a  
variety of  
learning  
strategies. In  
**Chapter 31:  
Reading Skills**  
the first section  
provides  
instruction in the  
use of graphic  
organizers (pp.  
796–797).

In addition,

## B. Scientifically-Based Research Strategies

1. provide explicit instructional strategies to present varied teaching models including but not limited to: webbing, mapping, Venn diagrams and inverted pyramids.

every writing lesson in the program introduces a variety of graphic organizers to reinforce the stages of the writing process. For examples please see **Chapter 2: A Walk Through the Writing** Process pages 16 and 17, as well as examples from other writing chapters such as those found on pages 56, 133, and 178.

A Walk Through the Writing Process, 12–23; Autobiographical Writing, 48–70; Short Story, 76–93; Description, 100–117; Persuasive Essay, 124–143; Persuasion Advertisement, 152–165; Comparison-and Contrast Essay, 172–190; Cause-and-

2. promote writing skills and study techniques.


Effect Essay, 196–214; Problem and Solution Essay, 220–238; Research Writing, 244–269; Response to Literature, 276–297; Writing for Assessment, 304–315; Workplace Writing, 322–329; Please note: The Online Essay Scorer provides instant essay scoring and analytical feedback.

Also see, **Chapter 32: Study, Reference, and Test-Taking Skills**, pp. 812–831

Varied teaching models and differentiated instruction can be found integrated throughout the text.

The Time and Resource Manager that introduces every chapter of the

3. present varied teaching models with emphasis on differentiated instruction in content, process and product.

_____	_____	_____	_____
_____	_____	_____	_____

program (see pp. 152a-b, 244a-b, and 410a-b) includes an overview of and page list for the following:

- ***In-depth Lesson Plan***
- ***Accelerated Lesson Plan***
- ***Options for Adapting Lesson Plans***
- ***Integrated Skills Coverage***
- ***Meeting Individual Needs***
- ***Block Scheduling***
- ***Assessment Support***

Also see the ***Customize for . . .*** differentiated instruction teaching notes "integrated at point of use throughout the teacher's edition. Examples include the following:

- Customize for ESL Students (p. 250)
  - Customize for
- 
- 
- 
-



Bodily/  
Kinesthetic  
Learners (p.  
401)

- Customize for Intrapersonal Learners (p. 226)
- Customize for Less Advanced Students (p. 271)
- Customize for More Advanced Students (p. 243)
- Customize for Spatial Learners (p. 261)

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### C. Critical Thinking

Questioning  
models are taught  
to students in a  
number of  
sections of the  
program.

**Chapter 31:**

1. Emphasize questioning models to promote higher order thinking skills based on Bloom's Taxonomy.

\_\_\_\_\_

**Reading Skills**

includes sections on **Using the QAR and SQ4R Method** (pp. 793–794),

**Reading Nonfiction**

**Critically** (pp. 798–803), and

**Reading Literary Writing** (p. 804).

In addition, the teacher's edition includes a step-by-step developmental teaching guide for every chapter that includes notes/guides on each of the Bloom's Taxonomy competencies as follows:

- **Knowledge:**  
*Activating Prior Knowledge* (see p. 245)
  - **Comprehension:** *Teaching From the Model* (see p. 248)
  - **Application:**  
guide for steps of the writing process as students write (see p. 253)
  - **Analysis:**  
*Responding*
- 
- 
- 
-

to... notes (see  
p. 302)

- **Synthesis:**  
*Publishing and  
Presenting* (see  
p. 188)

- **Evaluation:**  
Assess guide  
with notes (see  
p. 236)

Student  
generated  
responses are  
integrated  
throughout the  
program. All  
section lessons  
begin with an  
*Activating Prior  
Knowledge*  
activity (see pp.  
197 and 245).  
The Step-by-Step  
teaching guide  
not only bases  
lessons on  
student  
generated  
responses, but  
also suggests  
cooperative  
learning activities  
such as those  
found on pp. 80  
and 133.

In addition, all  
steps of the  
writing process  
include peer  
review and  
shared response  
activities such as

2. Promote student-generated responses.

_____	_____	_____	_____
_____	_____	_____	_____

those found on pp. 113 and 186.

Students also generate reflective responses using the ***Reflecting on Your Writing*** and ***Rubric for Self-Assessment*** activities at the end of every one of the major writing activities such as those found on pp. 212 and 313.

#### D. Life Skills

1. address life skills (e.g., reading road maps, using reference tools, researching, reading a newspaper, using want ads, completing an application, applying the interview process and goal setting).

Life skills are integrated throughout the program (see technology and writing references above), but there are two key chapters that exemplify this emphasis. The first is ***Chapter 33: Workplace Skills and Competencies*** (pp. 834–845) includes the following sections:

- *Working With People*

- *Learning to Communicate One on One*
- *Learning Teamwork*
- *Moving Toward Your Goals*
- *Solving Problems and Thinking Creatively*
- *Managing Time*
- *Managing Money*
- *Applying Math Skills*
- *Applying Computer Skills*

In addition,

**Chapter 29:  
Speaking,  
Listening,  
Viewing, and  
Representing**

(pp. 744–763)

includes the  
following  
sections:

- *Speaking in a Group Discussion*
- *Giving a Speech*
- *Using Critical Listening*
- *Interpreting Maps and Graphs*
- *Viewing Information Media Critically*

\_\_\_\_\_

- *Creating Visual Representations*

Habits of mind skills and metacognitive approaches are integrated throughout the program, but there are two key chapters that exemplify this emphasis. The first is **Chapter 31: Reading Skills** (pp. 790–809) includes the following sections:

- *Reading Methods and Tools*
- *Reading Nonfiction Critically*
- *Reading from Varied Sources*

In addition, **Chapter 32: Study, Reference, and Test-Taking Skills** (pp. 812–831) includes the following sections:

- *Basic Study Skills*

2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving and self-directional skills).

- *Reference Skills*
- *Test-Taking Skills*

In addition, the varied teaching models mentioned above also serve to engage students in a variety of learning modalities and habits of thinking.

For example, the ***Customize for . .*** . differentiated instruction teaching notes include the following:

- Customize for ESL Students (p. 250)
- Customize for Bodily/ Kinesthetic Learners (p. 401)
- Customize for Intrapersonal Learners (p. 226)
- Customize for Less Advanced Students (p. 271)
- Customize for More Advanced Students (p. 243)

- Customize for Spatial Learners (p. 261)

Opportunities for students to work in a wide variety of cooperative groups as well as independently are integrated into every lesson.

The Step-by-Step teaching guide suggests cooperative learning activities such as those found on pp. 80 and 133.

In addition, all steps of the writing process include peer review and shared response activities such as those found on pp. 113 and 186.

Students also generate reflective responses using the ***Reflecting on Your Writing*** and ***Rubric for Self-Assessment***

## E. Classroom Management

1. include opportunities for large group, small group and independent learning.



activities at the end of every one of the major writing activities such as those found on pp. 212 and 313.

The ***Customize for . . .***

differentiated instruction notes offer both individualized and group learning activities such as those found on the following pages:

- Customize for ESL Students (p. 250)
- Customize for Intrapersonal Learners (p. 226)
- Customize for Less Advanced Students (p. 271)

In addition, the skills required for group work are covered in the following chapters:

***Chapter 33:***  
***Workplace Skills and Competencies***  
(pp. 834–845)

includes the following sections:

- *Working With People*
- *Learning to Communicate One on One*
- *Learning Teamwork*
- *Moving Toward Your Goals*
- *Solving Problems and Thinking Creatively*

**Chapter 29:  
Speaking,  
Listening,  
Viewing, and  
Representing**

(pp. 744–763)

includes the following sections:

- *Speaking in a Group Discussion*
- *Using Critical Listening*

Independent learning opportunities appear throughout the book: See, for example, Spotlight on the Humanities:

\_\_\_\_\_

Activity, pp. 148,  
216, and 272.

Classroom management suggestions can be found in Step-by-Step Teaching Guide notes, such as those found on pp. 60 (step 4), 87 (steps 2, 3), and 94 (step 4).

For professional support guidance and opportunities, see the

**Resources for Varying Instruction and Professional Development Support**

referenced under **Block Scheduling** in the Time and Resource Manager pages before each chapter of the teacher's edition (examples on pp. 220a-b and 542a-b).

Other classroom management suggestions listed in the Time and Resource Manager include:

2. provide classroom management suggestions.

\_\_\_\_\_

\_\_\_\_\_

- *In-depth Lesson Plan*
- *Accelerated Lesson Plan*
- *Options for Adapting Lesson Plans*
- *Integrated Skills Coverage*
- *Meeting Individual Needs*
- *Block Scheduling*
- *Assessment Support*

These lesson plans and the Step-by-Step Teaching Guide in the teacher's edition are supported by ongoing assessment notes such as those found on pp. 358 and 582 which support the stages of the suggested lessons.

The Time and Resource Manager preceding each chapter (see pp. 220a-b and 542a-b) references the

3. provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).


***Customize for . .***

. differentiated  
instruction  
teaching notes  
and assessment  
opportunities as  
follows:

- ***Meeting  
Individual  
Needs***
- ***Assessment  
Support***

The ***Customize  
for . . .***

differentiated  
instruction  
teaching notes  
themselves are  
integrated at  
point of use  
throughout the  
teacher's edition.  
Examples include  
the following:

- Customize for  
ESL Students  
(p. 250)
- Customize for  
Bodily/  
Kinesthetic  
Learners (p.  
401)
- Customize for  
Intrapersonal  
Learners (p.  
226)
- Customize for  
Less Advanced  
Students (p.  
271)
- Customize for

More Advanced Students (p. 243)

- Customize for Spatial Learners (p. 261)

The Time and Resource Manager also contains both an ***In-Depth*** and an ***Accelerated Lesson Plan*** (see, for example, p. 48a).

**Ongoing Assessment** support references follow the development of each lesson and provide differentiation and intervention guidance through Diagnose, Monitor and Reinforce and Assess Mastery (see pp. 518, 521, and 531).

Students also have a variety of self-assessment opportunities using the ***Reflecting on Your Writing and Rubric for Self-Assessment***

activities at the end of each Writing Chapter from Chapter 4 through Chapter 13, including those found on pp. 143 and 313.

A variety of models and assignments give teachers and students a wealth of opportunities to explore writing, language, and reading skills using different styles and multiple intelligences.

Every writing chapter from Chapter 4 through Chapter 13 begins with a **Model from Literature** (see pp. 126–129 and 154), and then also includes a **Student Work in Progress** (see pp. 203, 205, and 213–214).

**Connected Assignments** (pp. 215 and

## F. Instructional Materials

1. address varied learning styles and multiple intelligences of students by including models.

270–271) give students the opportunity to connect writing activities to other genres of expression.

***Spotlight on the Humanities***

activities such as those found on pp. 240 and 272 connect the written word to other artistic forms.

***Media and Technology***

***Skills*** give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 97 and 121).

***The Customize for . . .***

differentiated instruction teaching notes include options for supporting multiple intelligences as seen in the following

\_\_\_\_\_



examples:

- Customize for ESL Students (p. 250)
- Customize for Bodily/ Kinesthetic Learners (p. 401)
- Customize for Intrapersonal Learners (p. 226)
- Customize for Less Advanced Students (p. 271)
- Customize for More Advanced Students (p. 243)
- Customize for Spatial Learners (p. 261)

The structure of the book is centered on students getting directly involved in all skills taught. For example, the first half of the book uses a series of writing assignments as lessons. Students are expected to develop skills as they create their

2. provide extensive and varied opportunities to practice skills.

_____	_____	_____	_____
_____	_____	_____	_____

own pieces of writing. See the following chapters as examples:

Persuasive Essay, 124–143; Comparison-and Contrast Essay, 172–190; Cause-and-Effect Essay, 196–214

The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (appearing after every concept; see pp. 465 and 489), section review exercises (appearing after each section; see pp. 488 and 511), as well as Standardized Test Preparation Workshops (appearing after every chapter in the book; see, for example, pp. 515–515 and 540–541).

A variety of extension

\_\_\_\_\_

activities provide additional practice and application of skills as follows:

- **Connected Assignments** (pp. 215 and 270–271) give students the opportunity to connect writing activities to other genres of expression.
- **Spotlight on the Humanities** activities such as those found on pp. 240 and 272 connect the written word to other artistic forms.
- **Media and Technology Skills** give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 97 and 121).

Additional practice

\_\_\_\_\_

opportunities can be found in these other program components:

- Grammar Exercise Workbook
- Daily Language Practice
- Vocabulary and Spelling Practice Book
- Academic and Workplace Skills Activity Book

### **Ongoing Assessment**

support references follow the development of each lesson and provide intervention and reteaching guidance through Diagnose, Monitor and Reinforce and Assess Mastery (see, for example, pp. 518, 521, and 531).

The Time and Resource Manager (see pp. 220a-b and 542a-b) references the ***Customize for . .***

3. provide intervention, practice and enrichment materials.

\_\_\_\_\_

\_\_\_\_\_

. differentiated instruction teaching notes and assessment opportunities as follows:

- ***Meeting Individual Needs***
- ***Assessment Support***

The ***Customize for . . .***

differentiated instruction teaching notes themselves are integrated at point of use throughout the teacher's edition. Examples include the following:

- Customize for ESL Students (p. 250)
- Customize for Bodily/ Kinesthetic Learners (p. 401)
- Customize for Intrapersonal Learners (p. 226)
- Customize for Less Advanced Students (p. 271)
- Customize for More Advanced

\_\_\_\_\_

Students (p. 243)

- Customize for Spatial Learners (p. 261)

Additional practice opportunities can be found in these other program components:

- Grammar Exercise Workbook
- Daily Language Practice
- Vocabulary and Spelling Practice Book
- Academic and Workplace Skills Activity Book

Additional enrichment opportunities include the ***Spotlight on the Humanities*** feature; see, for example, pp. 8, 24, 44, 72, 96, 120, 148, 168, 192, 216, 240, 272, 300, 318, and 332.

Every writing chapter from Chapter 4

4. provide exemplars of narrative, descriptive, informative and persuasive writing types.

_____	_____	_____	_____
_____	_____	_____	_____

through Chapter 13 begins with a ***Model from Literature*** (see pp. 126–129 and 154), and then also includes a ***Student Work in Progress*** (see pp. 203, 205, and 213–214).

The writing chapters cover all the major genres of writing as follows:

A Walk Through the Writing Process, 12–23; Autobiographical Writing, 48–70; Short Story, 76–93; Description, 100–117; Persuasive Essay, 124–143; Persuasion Advertisement, 152–165; Comparison-and Contrast Essay, 172–190; Cause-and-Effect Essay, 196–214; Problem and Solution Essay, 220–238; Research Writing, 244–269; Response to Literature, 276–297; Writing for

Assessment,  
304–315;  
Workplace  
Writing, 322–329

\_\_\_\_\_

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	<i>I=In-depth</i> 80%	<i>A=Adequate</i> 80%	<i>M=Minimal</i> 60%	<i>N=Nonexistent</i> Less than 60%	I		A		M		N

Every chapter from Chapter 4 through Chapter 14 includes one or more **Student Work in Progress** models showing how revision and editing strategies are applied (see, for example, pp. 87, 109, 110, 112137, 138, 140, 159, and 160).

In addition, all Writing chapters from Chapter 4 through Chapter 14 include peer review and shared response activities such as those found on pp. 141 and 186.

5. provide exemplars of editing/revision for writing.

\_\_\_\_\_

This standard is

6. include a Handbook of English Language within the text for writing

\_\_\_\_\_



addressed by the program as a whole, which functions as an interactive Handbook of the English Language. For example, in Part 2 of the program, entitled ***Grammar, Usage, and Mechanics***, chapters include (but are not limited to) the following:

- ***Nouns, Pronouns, and Verbs*** (pp. 338–366)
- ***Basic Sentence Parts*** (pp. 410–437)
- ***Miscellaneous Problems in Usage*** (pp. 606–625)

In addition, pages at the end of the program, starting on p. 880, include the following reference resources for students:

- ***Citing Sources and Preparing Manuscript***

support (grades 5-12) and a supplemental handbook for grades K-4.

\_\_\_\_\_

- **Commonly Overused Words**
- **Commonly Misspelled Words**
- **Abbreviations Guide**
- **Proofreading Symbols**

Both the writing chapters and the language/grammar chapters are structured developmentally and thus can be easily presented in both block and multi-day instructional plans.

Each chapter is structured to allow in-depth instruction in the major concepts. In the teacher's edition, ***In-depth Lesson Plans*** on the Time and Resources Manager pages for each chapter lay out a three to four day lesson plan for the chapter. See for

7. continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.

example, pp. 48a, 338a, and 744a.

In addition, **Teacher Express CD-ROM** which contains lesson planning software, searchable and printable resources, and integrated teaching calendar for lesson organization can be used to save, edit, personalize, and schedule lesson plans.

As noted above, the teacher's edition includes a step-by-step developmental teaching guide for every chapter that includes notes/guides on each of the Bloom's Taxonomy competencies including prior knowledge:

- **Knowledge:**  
*Activating Prior Knowledge* (see p. 49)

**Ongoing**

8. connect previously taught skills and strategies with new content and text.


**Assessment**  
support  
references follow  
the development  
of each lesson  
through  
Diagnose,  
Monitor and  
Reinforce and  
Assess Mastery  
(see pp. 518,  
521, and 531) so  
that teachers can  
track the flow of  
previously taught  
skills and  
strategies.

In addition, each  
of the **Grammar,  
Usage, and  
Mechanics**  
chapters begins  
with a Diagnostic  
Test, the results  
of which guide  
the teacher  
through the  
sections of the  
chapter (see, for  
example, pp. 485,  
565, and 607)  
through **Ongoing  
Assessment**  
charts in the  
teacher's edition  
(see teacher's  
wrap below the  
pages listed  
above).

Both the writing  
chapters and the

9. cumulatively build a repertoire of multiple strategies that are introduced, applied and integrated throughout the course of study.

_____	_____	_____	_____
_____	_____	_____	_____

language/  
grammar  
chapters are  
structured  
developmentally.

Writing chapters  
focus on both  
general and  
specific strategies  
in several  
categories that  
repeat:

- **Prewriting** (see  
p. 224–227)
- **Drafting** (see p.  
228–229)
- **Revising** (see  
p. 230–234)
- **Editing** (see p.  
235)
- **Publishing and  
Presenting**  
(see p. 236)

Within these  
repeated writing  
process  
strategies, are  
more specific  
sub-categories  
that also repeat in  
every lesson,  
providing  
students with  
both structure  
and variety in  
their approach to  
mastering their  
own writing.  
These strategies  
include, but are  
not limited to the

following:

- **Choosing Your Topic**(see p. 250)
- **Narrowing Your Topic** (see p. 252)
- **Gathering Information** (see p. 253)
- **Shaping Your Writing** (see p. 256)
- **Revising Overall Structure** (see p. 259)

A range of learning strategies are also taught and summarized in several chapters that allow teachers to isolate specific approaches to learning and help students integrate them in other areas of the program and their lives. These chapters include:

- **Chapter 2: A Walk Through the Writing** (pp. 12–23)
- **Chapter 29: Speaking, Listening,**

\_\_\_\_\_

**Viewing, and  
Representing**  
(pp. 744–763)

- **Chapter 31:  
Reading Skills**  
(pp. 790–811).
- **Chapter 32:  
Study,  
Reference, and  
Test-Taking  
Skills** (pp. 812–  
831)
- **Chapter 33:  
Workplace  
Skills and  
Competencies**  
(pp. 834–845)

A wide range of  
print and  
technology  
resources support  
assessment in  
every aspect of  
the program.  
These include the  
following:

In the student  
edition:

- **Standardized  
Test  
Preparation  
Workshops**  
(appear at the  
end of every  
chapter; see,  
for example, pp.  
274–275, 562–  
563, 626–627)

## G. Assessment

1. provide assessment formats commensurate with WV assessment programs (e.g., WESTEST, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, ACT and SAT).

- **Test Preparation Handbook: Preparing for the New SAT and ACT** (see pp. 848–879)
- **Rubric for Self-Assessment** (appear at the end of every writing chapter from Chapter through Chapter 13; see, for example, pp. 91 and 188)
- **Diagnostic Test** (appear at the beginning of every Grammar, Usage, and Mechanics chapter; see, for example, pp. 369 and 411)
- **Section, Chapter, & Cumulative Review** (appear in every Grammar, Usage, and Mechanics chapter; see, for example, pp. 511, 512–513, and 516–517)

In the teacher edition:

\_\_\_\_\_



- **Ongoing Assessment**  
support  
references  
follow the  
development of  
each lesson  
through  
Diagnose,  
Monitor and  
Reinforce and  
Assess Mastery  
(see pp. 518,  
521, and 531)
- **Test-Taking**  
Tips (appear at  
the end of every  
chapter; see,  
for example, pp.  
367 and 406)

In technology and  
print resources:

- **PH Online Essay Scorer**  
in the  
**Interactive Textbook** (at  
[www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com))  
which provides  
instant holistic  
essay scoring  
along with  
revision  
opportunities  
and analytical  
feedback
- **Diagnostic Tests and Scoring Rubrics** (also

in the  
**Interactive  
Textbook** at  
www.pearsonsu  
ccessnet.com)

- **Teacher  
Express CD-  
ROM** which  
contains the  
**Examview Test  
Bank** which  
allows teachers  
to create  
customizable  
tests,  
worksheets and  
study guides for  
print, LAN-  
based, and  
Internet-based  
tests

In the student  
edition:

- **Standardized  
Test  
Preparation  
Workshops**  
(appear at the  
end of every  
chapter; see,  
for example, pp.  
274–275, 562–  
563, 626–627)
- **Test  
Preparation  
Handbook:  
Preparing for  
the New SAT  
and ACT** (see  
pp. 848–879)

2. provide preparation for standardized tests.

_____	_____	_____	_____
_____	_____	_____	_____

In the teacher  
edition:

- **Test-Taking Tips** (appear at the end of every chapter; see pp. 367 and 406)

In technology and  
print resources:

- **PH Online Essay Scorer** in the **Interactive Textbook** (at [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)) which provides instant holistic essay scoring along with revision opportunities and analytical feedback
- **Diagnostic Tests and Scoring Rubrics** (also in **Interactive Textbook**)
- **Teacher Express CD-ROM** which contains the **Examview Test Bank** which allows teachers to create customizable tests,

\_\_\_\_\_

worksheets and study guides for print, LAN-based, and Internet-based tests

The program includes a wide range of performance-based assessment as follows:

- **Rubric for Self-Assessment** (appears at the end of every writing chapter, Chapters 4 through 13; see, for example, pp. 91 and 188)
- **Building Your Portfolio** (appears at the end of every writing chapter, Chapters 4 through 13; see, for example, pp. 299 and 317)
- **Section, Chapter, & Cumulative Review** (appear throughout the Grammar, Usage, and

3. provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.

Mechanics chapters; see, for example, pp. 511, 512–513, and 516–517)

- ***Connected Assignments*** (pp. 215 and 270–271) give students the opportunity to connect writing activities to other genres of expression.
- ***Spotlight on the Humanities*** activities such as those found on pp. 240 and 272 connect the written word to other artistic forms.
- ***Media and Technology Skills*** give students the opportunity to see how a variety of media also reflect the thinking and learning skills they are developing in other areas of the program (see pp. 97 and 121).

The ***Writing Assessment and Portfolio***

\_\_\_\_\_

**Management** booklet, as cited under **Assessment** on the Time and Resource Manager pages at the beginning of every chapter, (see, for example, teacher's edition p. 48b) includes scoring rubrics for each major genre covered in the student edition along with and guidelines for managing portfolios.

In addition, some chapters of the program emphasize assessment through performance. These include but are not limited to the following:

**Chapter 33:  
Workplace Skills  
and  
Competencies**  
(pp. 834–845)

• **Chapter 29:  
Speaking,  
Listening,  
Viewing, and  
Representing**  
(pp. 744–763)

\_\_\_\_\_

Diagnostic tests and on-going assessment monitoring can be found in the following places:

In the student edition:

- **Standardized Test Preparation Workshops** (appear at the end of every chapter; see, for example, pp. 274–275, 562–563, 626–627)
- **Test Preparation Handbook: Preparing for the New SAT and ACT** (see pp. 848–879)
- **Rubric for Self-Assessment** (appear at the end of every chapter from Chapter 4 through Chapter 13; see, for example, pp. 91 and 188)
- **Diagnostic Test** (appears

4. provide benchmark and ongoing progress monitoring.
- 
- 
- 
-

at the beginning  
of every  
Grammar,  
Usage, and  
Mechanics  
chapter; see,  
for example, pp.  
369 and 411)

- **Section,  
Chapter, &  
Cumulative  
Review** (appear  
throughout  
every  
Grammar,  
Usage and  
Mechanics  
Chapter; see,  
for example, pp.  
511, 512–513,  
and 516–517)

In the teacher  
edition:

- **Ongoing  
Assessment**  
support  
references  
follow the  
development of  
each lesson  
through  
Diagnose,  
Monitor and  
Reinforce and  
Assess Mastery  
(see, for  
example, pp.  
518, 521, and  
531)
- **Test-Taking  
Tips** (appear in  
the Teacher's



Edition at the end of every chapter; see, for example, pp. 367 and 406)

In technology and print resources:

- ***PH Online Essay Scorer*** in the **Interactive Textbook** (at [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)) which provides instant holistic essay scoring along with revision opportunities and analytical feedback
- ***Diagnostic Tests and Scoring Rubrics*** (also in **Interactive Textbook**)
- ***Teacher Express CD-ROM*** which contains the ***Examview Test Bank*** which allows teachers to create customizable tests, worksheets and study guides for print, LAN-

based, and  
Internet-based  
tests

Rubrics can be found in the student edition, in the teacher's edition, and in customizable form in the teaching resources and technology, as well as on-line:

- ***Rubric for Self-Assessment***  
(appears at the end of every Writing chapter from Chapter 4 through Chapter 13; see, for example, pp. 91 and 188)
- ***PH Online Essay Scorer***  
in the **Interactive Textbook** which provides instant holistic essay scoring along with revision opportunities and analytical feedback
- ***Diagnostic Tests and***

5. provide rubric-based differentiated assessment.

\_\_\_\_\_

**Scoring Rubrics** (also in **Interactive Textbook** The **Writing Assessment and Portfolio Management** booklet, as cited under **Assessment**, on, for example, teacher's edition p. 48b, includes rubrics and scoring models for each major genre covered in the student edition along with and guidelines for managing portfolios.

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## **TENTH GRADE ENGLISH LANGUAGE ARTS K-12 (COMPOSITION, GRAMMAR, HANDWRITING, JOURNALISM AND SPEECH) SPECIFIC CRITERIA FOR CONTENT AND SKILLS**

Reading and English Language Arts tenth grade students will use written language for educational, occupational and self-direction endeavors. Preparation will include critiquing and evaluating oral presentations and using listening, speaking and media literacy. Instructional delivery will be enhanced by a wide variety of media. Frequent interaction with a broadened array of literature will encourage an increased appreciation and understanding for the power of the spoken and written word across the curriculum. Tenth graders will become more adept at making connections and transferring knowledge to new situations through research and writing. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

### **Standard 2: Writing**

Students will apply writing skills and strategies to communicate effectively for different purposes. They will use the writing process by appropriately applying the organization of ideas, development of main ideas and supporting details, varied sentence structure, word choice and mechanics. Using a variety of print and media sources, students will select, organize and evaluate for research purposes.

**Standard 3: Listening, Speaking, Media Literacy**

In the twenty-first century, students will be required to communicate ideas clearly and efficiently. They will need to be able to use information technology proficiently to explore, research and express themselves for a variety of purposes. Applying listening, speaking and media literacy skills and strategies, they will connect with different audiences using media appropriate to the situation.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth 80%	A=Adequate 80%	M=Minimal 60%	N=Nonexistent Less than 60%	I		A		M		N

**For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to**

**Composition/Grammar**

Autobiographical Writing, 48–49, 50–53, 54–57, 58–59, 60–65, 66, 67–70, including Topic Bank prompts, p. 55; Short Story, 76–77, 78–79, 80–83, 84–85, 86–89, 90, 91–93, including Topic Bank prompts, p. 81; Description, 100–101, 102–103, 104–107, 108, 109–113, 114, 115–117, including Topic Bank prompts, p. 105; Persuasive Essay, 124–125, 126–129, 130–

1. define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writing using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.

\_\_\_\_\_

134, 135–136,  
137–141, 142,  
143, including  
Topic Bank  
prompts, p. 131;  
Persuasion  
Advertisement,  
152–153, 154,  
155–157, 158,  
159–162, 163,  
164–165,  
including Topic  
Bank prompts, p.  
155;  
Comparison-and  
Contrast Essay,  
172–173, 174–  
175, 176–179,  
180–181, 182–  
186, 187, 188–  
190, including  
Topic Bank  
prompts, p. 177;  
Cause-and-Effect  
Essay, 196–197,  
198–199, 200–  
203, 204–205,  
206–210, 211,  
212–214,  
including Topic  
Bank prompts, p.  
201; Problem and  
Solution Essay,  
220–221, 222–  
223, 224–227,  
228–229, 230–  
234, 235, 236–  
238, including  
Topic Bank  
prompts, p. 225;  
Research  
Writing, 244–245,  
246–249, 250–  
255, 256–258,

\_\_\_\_\_

259–263, 264–  
265, 266–269,  
including Topic  
Bank prompts, p.  
251; Response to  
Literature, 276–  
277, 278–281,  
282–285, 286–  
287, 288–292,  
293, 294–297,  
including Topic  
Bank prompts, p.  
283; Writing for  
Assessment,  
304–305, 306–  
307, 308–309,  
310–311, 312,  
313–315,  
including Topic  
Bank prompts, p.  
306; Workplace  
Writing, 322–323,  
324–325, 326–  
327, 328–329,  
including Topic  
Bank prompts, p.  
325

\_\_\_\_\_



*Skills:*  
 recognizing  
 varieties of media  
 sources of  
 information, 45,  
 comparing media  
 sources, 193,  
 Gathering  
 Details, 179  
 using technology  
 to find answers,  
 241; *Internet:*  
 printing  
 information from,  
 203, sharing  
 research writing  
 on, 266,  
 evaluating  
 material on, 798,  
 catalogs on, 816,  
 finding and  
 evaluating  
 information on,  
 826–827,  
 learning to use,  
 845; Electronic  
 Bulletin Boards,  
 301; Electronic  
 Indexes, 819;  
 Electronic  
 Dictionaries, 820,  
 821; Electronic  
 Maps, 825, 827;  
*Internet*  
*Research*  
*Handbook:*  
 researching on,  
 887–889

Research  
 Writing, 244–245,  
 246–249, 250–  
 255, 256–258,

4. formulate a working research question and identify, organize and consider the relevance of known information to guide further research.




259–263, 264–  
265, 266–269;  
also see:  
*Connected  
Assignment:*  
Documentary,  
215, Documented  
Essay, 270;  
Reference Skills,  
815–827; Citing  
Sources and  
Preparing  
Manuscript, 880;  
Internet  
Research  
Handbook, 887–  
889

Outlines: for  
details, 109,  
problem–solution,  
228, drafting  
from, 229,  
preparing, 256–  
257, modified,  
814, punctuation  
in, 652, for  
reading material,  
795; also see:  
Prewriting, 14–  
17, 54–57, 80–  
83, 104–107,  
130–134, 155–  
157, 176–179,  
200–203, 224–  
227, 250–255,  
282–285, 306

Drafting, 18, 58–  
59, 84–85, 108,  
135–136, 158,  
180–181, 204–  
205, 228–229,

5. plan and incorporate varied note-taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion).

6. classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing.

256–258, 286–  
287, 308–309;  
Revising, 19–21,  
60–65, 86–89,  
109–113, 137–  
141, 159–162,  
182–186, 206–  
210, 230–234,  
259–263, 288–  
292, 310–311

*Research  
Writing:* Take  
Organized Notes,  
254, Doing  
Investigative  
Research, 855,  
Elaborate on  
Notes, 258,  
Preparing a  
Reference List,  
264, Citing  
Sources, 265;  
Reference Skills,  
815–828; also  
see: *Internet:*  
printing  
information from,  
203, evaluating  
material on, 798,  
catalogs on, 816,  
finding and  
evaluating  
information on,  
826–827,  
learning to use,  
845; *Connected  
Assignment:*  
Documented  
Essay, 270;  
Citing Sources  
and Preparing  
Manuscript, 880;  
Internet

7. summarize, paraphrase and use direct quotations correctly and effectively in writing/research project in order to avoid plagiarism; recognize media copyright laws and public/private domain. Provide examples of each.

Research  
Handbook, 887–  
889

*Transitions:*  
connecting  
details with, 38,  
in functional  
paragraphs, 40,  
expressing  
relationships  
with, 186,  
clarifying  
relationships  
with, 208,  
connecting ideas  
with, 271,  
conjunctive  
adverbs as, 400;  
Transitional  
Phrases, 209;  
Transitional  
Expressions, 672

8. incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns. Include variety of commonly used transitional devices.


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Revising Sentences, Strategies for: bracketing sentence openers, 20, color-coding for variety, 62, color-coding passive sentences, 87, adding modifiers, 110, color-coding clues, 140, color-coding end marks, 160, extending ideas, 161, using conjunctions, 184, clarifying relationships, 208, naming verb tenses, 232, color-coding subject-verb patterns, 261, color-coding subjects, 290, checking beginnings, 311; Structure and Style: Sentence Combining, 29–32; Effective Sentences: diagnostic test, 485, four functions of, 486–

9.

revise sentences to create specific effects, variety and more precise and concise language:

• gerund

• participle phrase

• infinitive phrase

• clauses

487, section  
review, 488,  
sentence  
combining, 489–  
494, section  
review, 495,  
varying  
sentences, 496–  
498, section  
review, 499,  
avoiding  
sentence errors,  
500–510, section  
review, 511,  
chapter review,  
512–513;  
*Standardized  
Test Preparation  
Workshop:*  
Revising and  
Editing  
Sentences, 514–  
515

Revising, 19–21,  
60–65, 86–89,  
109–113, 137–  
141, 159–162,  
182–186, 206–  
210, 230–234,  
259–263, 288–  
292, 310–311;  
*Grammar in Your  
Writing & Editing  
and  
Proofreading:*  
pronoun cases,  
64, punctuating  
dialogue, 66,  
active and  
passive voice,  
88, formatting  
and punctuating

10. select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of
- dictionary
  - spell check
  - thesaurus
  - style sheet or guide

dialogue, 90,  
dangling and  
misplaced  
modifiers, 111,  
commas, 114,  
parallel clauses,  
139, –ance, –  
ence words, 142,  
sentence  
functions, 161,  
homophones,  
163,  
conjunctions,  
185, compound  
sentences, 187,  
transitional  
phrases, 209,  
use of since,  
because, then,  
than, 211, verb  
tenses, 233,  
restrictive and  
nonrestrictive  
clauses, 235,  
agreement, 262,  
citing sources,  
265, pronouns  
and antecedents,  
291, styling titles,  
293, use of ie, ei,  
312

Research  
Writing, 244–245,  
246–249, 250–  
255, 256–258,  
259–263, 264–  
265, 266–269;  
also see:  
*Connected  
Assignment:*  
Documentary,  
215, Documented  
Essay, 270;

11. develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format:
  - APA
  - MLA
  - Chicago

Reference Skills,  
815–827; Citing  
Sources and  
Preparing  
Manuscript, 880;  
Internet  
Research  
Handbook, 887–  
889

Rubric for Self-  
Assessment/Refl  
ecting on Your  
Writing, 23, 67,  
91, 115, 137,  
164, 188, 212,  
236, 266, 294

12. use a writing rubric which incorporates and evaluates organization, development, sentence structure, word choice and mechanics.

_____	_____	_____	_____
_____	_____	_____	_____

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	<i>I=In-depth</i> 80%	<i>A=Adequate</i> 80%	<i>M=Minimal</i> 60%	<i>N=Nonexistent</i> Less than 60%	I		A		M		N

*Speaking Skills:* speaking in a group discussion, 745, speaking in public, 746–748;  
*Representing Skills:* creating visual aids, 758–759, working with multimedia, 761, producing a video, 762;  
*Workplace Skills:* working with people, 835–836, learning teamwork, 837–838; also see: Peer review, 6, 25, 64, 88, 111, 117, 145, 166, 190, 216, 240, 267, 297, 774;  
*Media and Technology Skills:* creating a video postcard, 71, producing short–story video, 97, producing documentary video, 277

13. plan, research background of topic and communicate in different settings (e.g., interpersonal, small group, whole group, panel, round table, debate) and for different purposes:
- inform
  - persuade
  - relate
  - entertain

*Speaking Skills:* speaking in a group discussion,

14. formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as speaking truthfully

_____	_____	_____	_____
_____	_____	_____	_____



745, speaking in public, 746–747; Checklist for Evaluating a Speech, 748; *Workplace Skills*: working with people, 835–836, learning teamwork, 837–838; also see: Considering your audience, 16, 56, 82, 106, 133, 156, 178, 202, 226, 252, 284, 307; Grammar in Your Writing & Editing and Proofreading, 64, 66, 88, 90, 111, 114, 139, 142, 161, 163, 185, 187, 209, 211, 233, 235, 262, 265, 291, 293, 312

*Media and Technology Skills*: evaluating images, 121, recognizing media persuasion, 147, comparing media sources, 193, multimedia evaluations, 217, sharing impressions, 301; Listening Critically, 749–751; *Workplace*

and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).

15. model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message:
- critique oral/visual information
  - relate experiences in third person
  - collaborate to achieve a goal
  - mediate to reach a consensus
  - deliver an extended extemporaneous speech
  - participate in a panel/round table discussion.

*Skills:* Working With People, 835–836, Learning Teamwork, 837–838; also see: Peer review, 21, 89, 113, 141, 162, 186, 210, 234, 263; *Interviews:* conducting, 134, gathering details through, 227, in investigative research, 255

*Media and Technology*  
*Skills:* evaluating images, 121, recognizing media persuasion, 147, comparing media sources, 193, multimedia evaluations, 217, sharing impressions, 301; *Listening Critically*, 749–751; *Workplace Skills:* Working With People, 835–836, Learning Teamwork, 837–838; also see: Peer review, 21, 89, 113, 141, 162, 186, 210, 234, 263; *Interviews:*

16. adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to
- intended purpose
  - make predictions
  - construct meaning from discussion, speech or media
  - critique presentation


conducting, 134,  
gathering details  
through, 227, in  
investigative  
research, 255

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	<i>I=In-depth</i> 80%	<i>A=Adequate</i> 80%	<i>M=Minimal</i> 60%	<i>N=Nonexistent</i> Less than 60%	I		A		M		N

*Media and  
Technology*  
*Skills:* tools for, 9,  
electronic  
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creating video  
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comparing media  
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creating research  
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producing  
documentaries,  
273, sharing

17. understand, evaluate and create media communications.

impressions, 301,  
utilizing business  
technology, 333

*Research Writing:* Doing Investigative Research, 855, Elaborate on Notes, 258, Preparing a Reference List, 264, Citing Sources, 265; Reference Skills, 815–828; also see: *Internet:* printing information from, 203, evaluating material on, 798, finding and evaluating information on, 826–827, learning to use, 845; *Connected Assignment:* Documented Essay, 270; Citing Sources and Preparing Manuscript, 880; Internet Research Handbook, 887–889

*Media and Technology Skills:* electronic

18. distinguish between private and public information for use in research and writing.

19. plan, create, organize and present an age-appropriate media product that demonstrates an understanding of format, purpose, audience and choice

portfolios, 25,  
creating video  
journals, 73,  
video adaptation  
of short story, 97,  
enhancing print  
pieces, 169,  
producing  
documentaries,  
273, utilizing  
business  
technology, 333;  
also see:  
*Connected  
Assignment.  
Documentary,*  
215

of medium.

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