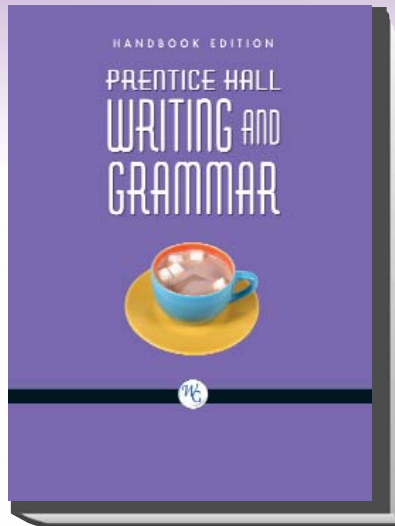


# Prentice Hall

*Writing and Grammar,  
Handbook Edition, Grade 10 © 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>      | Pearson Prentice Hall                               |
| <b>SUBJECT :</b>        | Language Arts                                       |
| <b>SPECIFIC GRADE :</b> | 10  |
| <b>COURSE :</b>         | Composition and Grammar                             |
| <b>TITLE :</b>          | Prentice Hall Writing and Grammar, Handbook Edition |
| <b>COPYRIGHT DATE :</b> | 2008  |
| <b>SE ISBN :</b>        | 0132010003  |
| <b>TE ISBN :</b>        | 0132009749  |

### 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   |  |  |
| _____           | _____ | _____ | <p><b>I. INTER-ETHNIC</b><br/>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).</p> | <p>Writers of diverse backgrounds are featured in both the Writers in Action notes, which give insight into the writing process, and Grammar in Literature notes, which feature passages highlighting specific skills. Examples illustrating diversity include these:</p> <p><i>Writers in Action</i>, pp. 49, 63, 77, 93; <i>More About the Writer</i>, Teacher's Edition, pp. 77, 101, 125, 153</p> <p><i>Grammar in Literature</i>, pp. 223, 254; <i>More About the Writer</i>, Teacher's Edition, pp. 347, 382</p> <p>Student Works in Progress and 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><i>Student Work in Progress</i>:<br/>"Bash at the Lake" by Ever Chapa, pp. 97, 99, 100, 105</p> |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  |   | <p>"Robert Capa" by Michael S. Dougherty, pp. 159, 160, 163, 164, 167, 173<br/> "Telemachus in Home's <i>Odysseus</i>" by Sheetal Wadera, pp. 181, 183, 184, 185, 191</p> <p><i>Model From Literature:</i><br/> Costa Rica Advertisement, p. 94</p> <p>See images pp. 2, 4, 73, 76, 89</p>   |
|  |  |  | <p><b>II. EQUAL OPPORTUNITY</b><br/> 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>Writers of diverse backgrounds are featured in both the Writers in Action notes, which give insight into the writing process, and Grammar in Literature notes, which feature passages highlighting specific skills. Examples illustrating opportunity and heritage include these:</p> <p><b><i>Writers in Action</i></b>, pp. 49, 63, 93; <b><i>More About the Writer</i></b>, Teacher's Edition, pp. 77, 101, 153</p> <p><b><i>Grammar in Literature</i></b>, pp. 223, 254, 267; <b><i>More About the Writer</i></b>, Teacher's Edition, pp. 347, 382, 399</p> <p>Student Works in Progress and 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><i>Student Work in Progress:</i><br/> "Bash at the Lake" by Ever Chapa, pp. 97, 99, 100, 105<br/> "Robert Capa" by Michael S. Dougherty, pp. 159, 160, 163, 164, 167, 173<br/> "Telemachus in Home's <i>Odysseus</i>" by Sheetal Wadera, pp. 181, 183, 184, 185, 191</p> <p><i>Model From Literature:</i><br/> Costa Rica Advertisement, p. 94</p> <p>See images pp. 2, 4, 73, 76, 89</p> |

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

| (Vendor/Publisher)<br>SPECIFIC LOCATION OF<br>CONTENT WITHIN PRODUCT | <i>(IMR Committee) Responses</i> |                          |                         |                                       |   |  |   |  |   |  |   |
|--|----------------------------------|--------------------------|-------------------------|---------------------------------------|---|--|---|--|---|--|---|
|  | <i>I=In-depth</i><br>80%         | <i>A=Adequate</i><br>80% | <i>M=Minimal</i><br>60% | <i>N=Nonexistent</i><br>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. 546–565)

**Chapter 31: Reading Skills** (pp. 588–607)

**Chapter 32: Study, Reference, and Test-Taking Skills**, (pp. 608–627)

**Chapter 33: Workplace Skills and Competencies** (pp. 628–639)

Also see:

Rubric for Self-Assessment/Reflecting on Your Writing/Building Your Portfolio, Peer review, 47, 61, 75, 91, 104, 120, 152, 172, 190, 203

Problem and Solution Essay pages 138–139, 140–143, 144–145, 146–150, 151, 152, 153

*Chapter 33: Workplace*

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

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

- Problem-solving tools (such as spreadsheets,

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

*Skills and Competencies*, 628–639;

also see: *Internet*: finding topics on, 9, printing information from, 127, art museums on, 559, evaluating material on, 596, catalogs on, 612, finding and evaluating information on, 622–623, learning to use, 639, narrowing a search, researching on, 647–649; Electronic Indexes, 615; Electronic dictionaries, 617; Electronic maps, 621, 623

- 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)

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

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

#### A. Multimedia

The Writing and Grammar program, which includes a full textbook with student and teacher’s edition, as well as this handbook edition, includes a full array of technology resources. They include the following:

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

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

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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 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

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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.

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

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**

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

\_\_\_\_\_

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Links to the **Interactive Textbook** can be found throughout the text, but for examples, please see pp. 53, 124, and 225.

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 **Topic Bank** assignments in the Writing chapters and can be found at [www.pearsonsuccessnet.com](http://www.pearsonsuccessnet.com)

The Writing and Grammar program, which includes a full textbook with

3. integrate technology into the curriculum.

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

student and teacher's edition, as well as this handbook edition, includes a full array of technology resources. They include the following:

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

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 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

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. 594–595).

In addition, 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**

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## 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.
-

***the Writing***

Process pages 7, 9, and 13, as well as examples from other writing chapters such as those found on pages 82, 110, and 142.

A Walk Through the Writing Process, 4–5, 6–9, 10, 11–13, 14, 15;  
Autobiographical Writing, 32–33, 34–37, 38–39, 40–45, 46, 47;  
Short Story, 48–49, 50–53, 54–55, 56–59, 60, 61; Description, 62–63, 64–67, 68, 69–73, 74, 75; Persuasive Essay, 76–77, 78–82, 83–84, 85–89, 90, 91;  
Persuasion Advertisement, 92–93, 94, 95–97, 98, 99–102, 103, 104–105, 106;  
Comparison-and Contrast Essay, 106–107, 108–111, 112–113, 114–118, 119, 120, 121;

2. promote writing skills and study techniques.

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Cause-and-Effect Essay, 122–123, 124–127, 128–129, 130–134, 135, 136, 137;  
Problem and Solution Essay, 138–139, 140–143, 144–145, 146–150, 151, 152, 153;  
Research Writing, 154–155, 156–161, 162–164, 165–169, 170–171, 172–175;  
Response to Literature, 176–177, 178–181, 182–183, 184–188, 189, 190–193; Writing for Assessment, 194–195, 196–197, 198–199, 200–201, 202, 203; Workplace Writing, 204–205, 206–207, 208–209, 210–211; Please note: The Online Essay Scorer provides instant essay scoring and analytical feedback.

Also see,  
**Chapter 32:**  
**Study,**  
**Reference, and**





**Test-Taking Skills**, pp. 608–627

In the Teacher's Edition, the Time and Resource Manager that introduces every chapter of the program (see Teacher's Edition 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

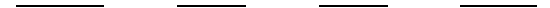
3. present varied teaching models with emphasis on differentiated instruction in content, process and product.

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point of use throughout the teacher's edition. Examples include the following:

- Customize for ESL Students (Teacher's Edition p. 250, correlated to Handbook p. 156)
- Customize for Bodily/ Kinesthetic Learners (Teacher's Edition p. 401, correlated to Handbook p. 269)
- Customize for Interpersonal Learners (Teacher's Edition p. 226, correlated to Handbook p. 142)
- Customize for Less Advanced Students (Teacher's Edition p. 178, correlated to Handbook p. 110)
- Customize for More Advanced



Students  
(Teacher's  
Edition p. 17,  
correlated to  
Handbook p.  
9)

- Customize for  
Spatial  
Learners  
(Teacher's  
Edition p. 261,  
correlated to  
Handbook p.  
167)

Student Works  
in Progress and  
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:

"Telemachus in  
Home's  
*Odysseus*" by  
Sheetal Wadera,  
pp. 181, 183,  
184, 185, 191  
"Why the United  
States Entered  
World War I" by

\_\_\_\_\_

Tricia Bushnell,  
pp. 199, 201

*Model From  
Literature:*  
Costa Rica  
Advertisement,  
p. 94

The first half of  
the book uses a  
series of writing  
assignments as  
lessons.  
Students are  
expected to  
develop skills as  
they create their  
own pieces of  
writing. See the  
following  
chapters as  
examples:

Comparison-and  
Contrast Essay,  
106–107, 108–  
111, 112–113,  
114–118, 119,  
120, 121;  
Cause-and-  
Effect Essay,  
122–123, 124–  
127, 128–129,  
130–134, 135,  
136, 137;  
Problem and  
Solution Essay,  
138–139, 140–  
143, 144–145,  
146–150, 151,  
152, 153;  
Research  
Writing, 154–

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155, 156–161, 162–164, 165–169, 170–171, 172–175; The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 249 and 316), section review exercises (see pp. 239 and 365).

A variety of extension activities provide additional practice and application of skills as follows:

- **Connected Assignments** (pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.



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

**C. Critical Thinking**

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

**Chapter 31: Reading Skills** includes sections on **Using the SQ4R Method** (pp. 591–592), **Reading Nonfiction Critically** (pp. 596–601).

In addition, students move through the Bloom's Taxonomy competencies in each writing chapter as follows:

- **Knowledge:** *What is...* and *Preview* (see p. 33)
- **Comprehensio**

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

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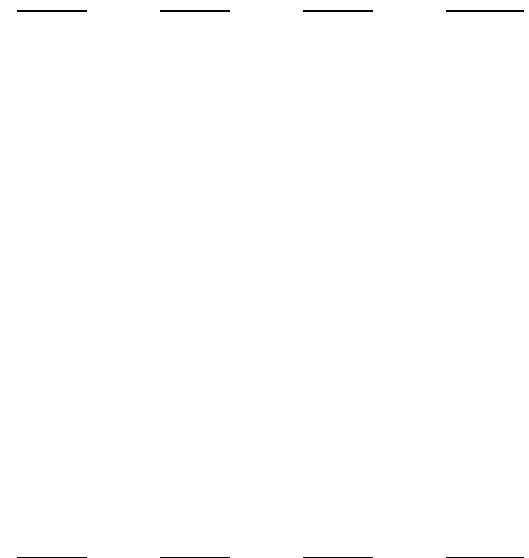
n: *Student Work in Progress* (see p. 33, 34, 39, 40, 43)

- **Application:** guide for steps of the writing process as students write (see p. 50–61)
- **Analysis:** *Peer Review* (see p. 59)
- **Synthesis:** Publishing and Presenting (see p. 61)
- **Evaluation:** Rubric for Self-Assessment and Reflecting on Your Writing (see p. 61)

All steps of the writing process include peer review and shared response activities such as those found on pp. 169 and 188.

Students also generate reflective responses using the ***Reflecting on Your Writing*** and ***Rubric for Self-Assessment*** activities at the end of every one

2. promote student-generated responses.



of the major writing activities such as those found on pp. 120 and 203.

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. 628–639) 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*

#### 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).

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- *Money*
- *Applying Math Skills*
- *Applying Computer Skills*

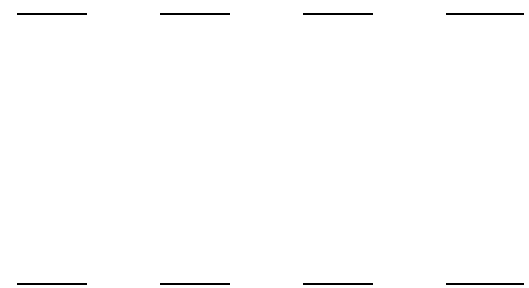
In addition, **Chapter 29: Speaking, Listening, Viewing, and Representing** (pp. 546–565) includes the following sections:

- *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

2.

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



exemplify this emphasis. The first is **Chapter 31: Reading Skills** (pp. 588–607) 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. 608–627) includes the following sections:

- *Basic Study 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.

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

In addition, All steps of the writing process include peer review and shared response activities such as those found on pp. 169 and 188.

Suggestions for group and independent learning can be found in the Teacher's Edition in **Step-by-Step Teaching Guide** notes, such as those found on Teacher's Edition pp. 60 (step 4), 87 (steps 2, 3), and 94 (step 4).

In the Teacher's Edition, **Customize for . . .** differentiated instruction notes

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## E. Classroom Management

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

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

- Customize for ESL Students (Teacher's Edition p. 250, correlated to Handbook p. 156)
- Customize for Bodily/ Kinesthetic Learners (Teacher's Edition p. 401, correlated to Handbook p. 269)
- Customize for Interpersonal Learners (Teacher's Edition p. 226, correlated to Handbook p. 142)
- Customize for Less Advanced Students (Teacher's Edition p. 178, correlated to Handbook p. 110)
- Customize for More Advanced Students (Teacher's

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Edition p. 17,  
correlated to  
Handbook p. 9)

- Customize for  
Spatial  
Learners  
(Teacher's  
Edition p. 261,  
correlated to  
Handbook p.  
167)

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. 120  
and 203.

The skills  
required for group  
work are covered  
in the following  
chapters:

***Chapter 33:  
Workplace Skills  
and  
Competencies***

(pp. 628–639)  
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. 546–565)  
includes the  
following  
sections:

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

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

2. provide classroom management suggestions.

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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.

Teacher's Edition pp. 220a-b and

542a-b).

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

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

- **Assessment Support**

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

In addition, all Writing chapters from chapter 4 through Chapter 12 include peer review and shared response activities such as those found on pp. 169 and 188.

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. 120 and 203.

The skills required for group work are covered in the following chapters:





**Chapter 33:  
Workplace Skills  
and**

**Competencies**

(pp. 628–639)

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. 546–565)

includes the  
following  
sections:

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

The Time and  
Resource

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

|       |       |       |       |
|-------|-------|-------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Manager preceding each chapter in the Teacher's Edition (see, for example, Teacher's Edition pp. 220a-b and 542a-b) references the **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 (Teacher's Edition p. 250, correlated to Handbook p. 156)
  - Customize for
- 
- 
- 
-

Less Advanced Students  
(Teacher's Edition p. 178, correlated to Handbook p. 110)

- Customize for More Advanced Students (Teacher's Edition p. 17, correlated to Handbook p. 9)

The Time and Resource Manager also contains both an ***In-Depth*** and an ***Accelerated Lesson Plan*** (see, for example, Teacher's Edition 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, for example, Teacher's Edition pp. 518, 521, and 531).

In the Handbook, **Topic Banks** include activities that address the needs of verbal/linguistic learners, intrapersonal learners, and visual learners. For examples, please see pp. 35, 51, 65, 125, and 141.

In addition, extension activities provide additional practice.

**Connected Assignments** (pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.

Life skills chapters also provide opportunities for students to work with different learning modalities.

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



**Representing**

(pp. 546–565)  
includes the following sections:

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

**Chapter 33: Workplace Skills and Competencies**

(pp. 628–639)  
includes the following sections:

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

A variety of models and assignments give teachers and students a wealth

**F. Instructional Materials**

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

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of opportunities to explore writing, language, and reading skills using different styles and multiple intelligences.

**Topic Banks**

include activities that address the needs of verbal/linguistic learners, intrapersonal learners, and visual learners. For examples, please see pp. 35, 51, 65, 125, and 141.

In addition, extension activities provide additional practice.

**Connected Assignments**

(pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.

Life skills chapters also provide opportunities for students to work

with different learning modalities.

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

(pp. 546–565)

includes the following sections:

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

**Chapter 33:  
Workplace Skills  
and  
Competencies**

(pp. 628–639)

includes the following sections:

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



The structure of the book is centered around 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 own pieces of writing. See the following chapters as examples:

Comparison-and Contrast Essay, 106–107, 108–111, 112–113, 114–118, 119, 120, 121; Cause-and-Effect Essay, 122–123, 124–127, 128–129, 130–134, 135, 136, 137; Problem and Solution Essay, 138–139, 140–143, 144–145, 146–150, 151, 152, 153

The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills

2. provide extensive and varied opportunities to practice skills.





throughout as well, including exercises after key concepts (see pp. 249 and 316), section review exercises (see pp. 239 and 365).

A variety of extension activities provide additional practice and application of skills as follows:

- **Connect ed Assignments** (pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.

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

In the Teacher's Edition, **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, Teacher's Edition pp. 518, 521, and 531).

**Topic Banks** include activities that address the needs of verbal/linguistic learners, intrapersonal learners, and visual learners. For examples, please see pp. 35, 51, 65, 125, and 141. The **Responding to Literature** and **Responding to**

3. provide intervention, practice and enrichment materials.

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**Fine Art** writing prompts in the Topic Banks are enrichment opportunities.

In addition, extension activities provide additional practice.

**Connected Assignments** (pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.

Life skills chapters also provide opportunities for students to work with different learning modalities.

**Chapter 29: Speaking, Listening, Viewing, and Representing** (pp. 546–565) includes the following sections:

- *Speaking in a Group Discussion*



- *Using Critical Listening*

**Chapter 33:  
Workplace Skills  
and  
Competencies**

(pp. 628–639)

includes the  
following  
sections:

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

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



Every writing chapter from Chapter 4 through Chapter 12 includes a ***Student Work in Progress*** (see pp. 159, 164, and 173–175). The writing chapters cover all the major genres of writing as follows:

A Walk Through the Writing Process, 4–5, 6–9, 10, 11–13, 14, 15;  
Autobiographical Writing, 32–33, 34–37, 38–39, 40–45, 46, 47;  
Short Story, 48–49, 50–53, 54–55, 56–59, 60, 61; Description, 62–63, 64–67, 68, 69–73, 74, 75; Persuasive Essay, 76–77, 78–82, 83–84, 85–89, 90, 91; Persuasion Advertisement, 92–93, 94, 95–97, 98, 99–102, 103, 104–105, 106; Comparison-and Contrast Essay, 106–107, 108–111, 112–113, 114–118,

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



119, 120, 121;  
 Cause-and-Effect  
 Essay, 122–123,  
 124–127, 128–  
 129, 130–134,  
 135, 136, 137;  
 Problem and  
 Solution Essay,  
 138–139, 140–  
 143, 144–145,  
 146–150, 151,  
 152, 153;  
 Research Writing,  
 154–155, 156–  
 161, 162–164,  
 165–169, 170–  
 171, 172–175;  
 Response to  
 Literature, 176–  
 177, 178–181,  
 182–183, 184–  
 188, 189, 190–  
 193; Writing for  
 Assessment,  
 194–195, 196–  
 197, 198–199,  
 200–201, 202,  
 203; Workplace  
 Writing, 204–205,  
 206–207, 208–  
 209, 210–211

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

Every chapter  
 from Chapter 4  
 through Chapter

5. provide exemplars of editing/revision for writing.

\_\_\_\_\_

12 includes a ***Student Work in Progress*** that models revision strategies (see pp. 167 and 184).

In addition, every Writing chapter from Chapter 4 through Chapter 12 includes peer review and shared response activities such as those found on pp. 134 and 169.

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. 120 and 152.

This standard is addressed by the program as a whole, which functions as an interactive Handbook of the English Language. For

6. include a Handbook of English Language within the text for writing support (grades 5-12) and a supplemental handbook for grades K-4.

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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. 214–239)
- **Basic Sentence Parts** (pp. 272–297)
- **Miscellaneous Problems in Usage** (pp. 438–455)

In addition, pages at the end of the program, starting on p. 640, include the following reference resources for students:

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

The first half of the book uses a series of writing assignments as lessons. Students are expected to develop skills as they create their own pieces of writing. Each chapter reinforces the stages of the writing process, and helps students by providing them with in-depth exercises that can each become a day's lesson. See the following chapters as examples:

Cause-and-Effect

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



Essay, 122–123, 124–127, 128–129, 130–134, 135, 136, 137;  
Problem and Solution Essay, 138–139, 140–143, 144–145, 146–150, 151, 152, 153;  
Research Writing, 154–155, 156–161, 162–164, 165–169, 170–171, 172–175;  
Response to Literature, 176–177, 178–181, 182–183, 184–188, 189, 190–193

The next section of the book on Grammar, Usage, and Mechanics, provides students with practice skills throughout as well, including exercises after key concepts (see pp. 249 and 316), section review exercises (see pp. 239 and 365).

As noted above, both the writing lessons and the grammar lessons reinforce

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

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previously taught concepts.

In the writing lessons, each chapter reinforces the stages of the writing process, building on the skills taught in earlier writing lessons. See the following chapters as examples:

Cause-and-Effect Essay, 122–123, 124–127, 128–129, 130–134, 135, 136, 137;  
Problem and Solution Essay, 138–139, 140–143, 144–145, 146–150, 151, 152, 153;  
Research Writing, 154–155, 156–161, 162–164, 165–169, 170–171, 172–175;  
Response to Literature, 176–177, 178–181, 182–183, 184–188, 189, 190–193

The next section of the book on Grammar, Usage, and Mechanics, provides students



with practice skills throughout as well, including exercises after key concepts (see pp. 249 and 316), section review exercises (see pp. 239 and 365).

Both the writing chapters and the language/grammar chapters are structured developmentally.

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

- **Prewriting** (see p. 108–111)
- **Drafting** (see p. 112–113)
- **Revising** (see p. 114–118)
- **Editing** (see p. 119)
- **Publishing and Presenting** (see p. 120)

Within these repeated writing process strategies, are

9.

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



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. 124)
- **Narrowing Your Topic** (see p. 126)
- **Gathering Details or Evidence** (see p. 127)
- **Shaping Your Writing** (see p. 128)
- **Revising Overall Structure** (see p. 130)

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:

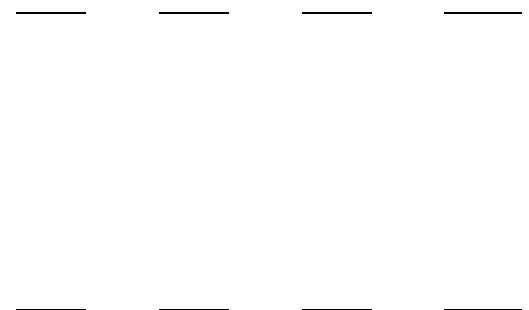
- **Chapter 2: A Walk Through the Writing** (pp. 4–15)
- **Chapter 29: Speaking, Listening, Viewing, and Representing** (pp. 546–565)
- **Chapter 31: Reading Skills** (pp. 588–811).
- **Chapter 32: Study, Reference, and Test-Taking Skills** (pp. 608–627)
- **Chapter 33: Workplace Skills and Competencies** (pp. 628–639)

Assessment is integrated into the handbook in the following ways:

- **Test Preparation**

## 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).



**Handbook:  
Preparing for  
the New SAT  
and ACT** (see  
pp. 640–671)

- **Rubric for  
Self-  
Assessment**  
(see pp. 120  
and 152)
- **Diagnostic  
Test** (see pp.  
339 and 387)
- **Section  
Reviews** (see  
pp. 297, 380,  
471)

**Test Preparation  
Handbook:  
Preparing for  
the New SAT  
and ACT** (see pp.  
640–671)

Also see:

**Diagnostic Test**  
(see pp. 339 and  
387)

**Section Reviews**  
(see pp. 297,  
380, 471)

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

2. provide preparation for standardized tests.

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

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- **Rubric for Self-Assessment** (see pp. 120 and 152)
- **Building Your Portfolio** (see pp. 91 and 172)
- **Section Reviews** (see pp. 297, 380, 471)
- **Connected Assignments** (pp. 121, 137, and 153) give students the opportunity to connect writing activities to other genres of expression.

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. 628–639)
- *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*

**Chapter 29:  
Speaking,  
Listening,  
Viewing, and  
Representing**  
(pp. 546–565)  
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*

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

- **Diagnostic Test** (see pp. 339 and 387)
- **Section Reviews** (see pp. 297, 380, 471)

Rubric for Self-Assessment/Reflecting on Your Writing/Building Your Portfolio, Peer review, 47, 61, 75, 91, 104, 120, 152, 172, 190, 203

4. provide benchmark and ongoing progress monitoring.

5. provide rubric-based differentiated assessment.

**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.

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

**Composition/Grammar**

A Walk Through the Writing Process, 4–5, 6–9, 10, 11–13, 14, 15; Autobiographical Writing, 32–33, 34–37, 38–39, 40–45, 46, 47; Short Story, 48–49, 50–53, 54–55, 56–59, 60, 61; Description, 62–63, 64–67, 68, 69–73, 74, 75; Persuasive Essay, 76–77, 78–82, 83–84, 85–89, 90, 91;

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.

\_\_\_\_\_

Persuasion  
Advertisement,  
92–93, 94, 95–  
97, 98, 99–102,  
103, 104–105,  
106;  
Comparison-and  
Contrast Essay,  
106–107, 108–  
111, 112–113,  
114–118, 119,  
120, 121; Cause-  
and-Effect Essay,  
122–123, 124–  
127, 128–129,  
130–134, 135,  
136, 137;  
Problem and  
Solution Essay,  
138–139, 140–  
143, 144–145,  
146–150, 151,  
152, 153;  
Research  
Writing, 154–155,  
156–161, 162–  
164, 165–169,  
170–171, 172–  
175; Response to  
Literature, 176–  
177, 178–181,  
182–183, 184–  
188, 189, 190–  
193; Writing for  
Assessment,  
194–195, 196–  
197, 198–199,  
200–201, 202,  
203; Workplace  
Writing, 204–205,  
206–207, 208–  
209, 210–211



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*Shaping Your Writing:* thesis statements for, 182; also see: Main Ideas: topic sentences and, 21–22, placement of, 99, developing single, 147, locating and ranking, 200; Main Points: color-coding support for, 11, charting, 594; also see: Prewriting, 6–9, 34–37, 50–53, 64–67, 78–82, 95–97, 108–111, 124–127, 140–143, 156–161, 178–181, 196

- construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic.

*Reading Skills:* Reading Nonfiction Critically, 596–601, Reading from Varied Sources, 606–607; Reference Skills, 611–624; also see: Internet: finding

- evaluate, analyze and synthesize into one's writing a variety of informational media using primary and secondary sources.

|       |       |       |       |
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topics on, 9,  
printing  
information from,  
127, art  
museums on,  
559, evaluating  
material on, 596,  
catalogs on, 612,  
finding and  
evaluating  
information on,  
622–623,  
learning to use,  
639, narrowing a  
search,  
researching on,  
647–649;  
Electronic  
Indexes, 615;  
Electronic  
dictionaries, 617;  
Electronic maps,  
621, 623; *Internet  
Research  
Handbook*:  
researching on,  
679–681

Research  
Writing, 154–155,  
156–161, 162–  
164, 165–169,  
170–171, 172–  
175; also see:  
*Connected  
Assignment*:  
Documentary,  
137; Reference  
Skills, 611–623;  
Citing Sources  
and Preparing  
Manuscript, 640;  
Internet

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

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Research Handbook, 679–681

Outlines: for details, 69, problem–solution, 144, drafting from, 145, preparing, 162–163, modified, 610, punctuation in, 474, for reading material, 593; also see: Prewriting, 6–9, 34–37, 50–53, 64–67, 78–82, 95–97, 108–111, 124–127, 140–143, 156–161, 178–181, 196

Drafting, 10, 38–39, 54–55, 68, 83–84, 98, 112–113, 128–129, 144–145, 162–164, 182–183, 198–199; Revising Overall Structure, Strategies for, 15, 40, 56, 69, 85, 99, 114, 130, 146, 165, 184, 200; Revising Paragraphs, 16, 41, 56, 69, 86, 99, 115, 131, 147, 166, 200; Revising Word Choice, 17, 43,

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.

59, 72, 89, 102,  
118, 134, 150,  
169, 188, 201

*Research Writing:* Take Organized Notes, 160, Doing Investigative Research, 161, Elaborate on Notes, 164, Preparing a Reference List, 170, Citing Sources, 171; Reference Skills, 611–624; also see: *Internet:* finding topics on, 9, printing information from, 127, art museums on, 559, evaluating material on, 596, catalogs on, 612, finding and evaluating information on, 622–623, learning to use, 639, narrowing a search, researching on, 647–649; Electronic Indexes, 615; Electronic dictionaries, 617; Electronic maps, 621, 623; Internet Research Handbook, 679–

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.

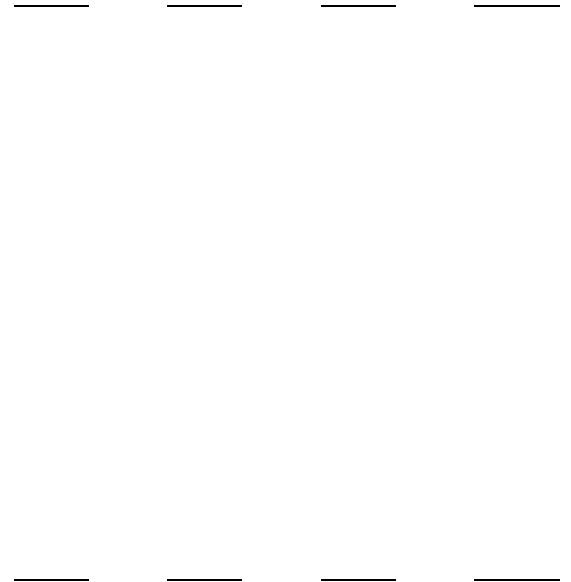
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*Transitions:*  
connecting  
details with, 26,  
in functional  
paragraphs, 28,  
expressing  
relationships  
with, 118,  
clarifying  
relationships  
with, 132,  
conjunctive  
adverbs as, 268;  
*Revising Word  
Choice:* adding  
transitions, 118;  
Transitional  
Phrases, 133;  
Transitional  
Expressions, 494

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, 12, color-coding for variety, 42, color-coding passive sentences, 57, adding modifiers, 70, color-coding clues, 88, color-coding end marks, 100, extending ideas, 101, using conjunctions, 116, clarifying relationships, 132, naming verb tenses, 148, color-coding subject-verb patterns, 167, color-coding subjects, 186, checking beginnings, 201; *Structure and Style: Sentence Combining*, 17-20; *Effective Sentences*, 338-365

9. revise sentences to create specific effects, variety and more precise and concise language:
- gerund
  - participle phrase
  - infinitive phrase
  - clauses

\_\_\_\_\_

What is Revising?, 11; Revising Overall Structure, Strategies for, 15, 40, 56, 69, 85, 99, 114, 130, 146, 165, 184, 200; Revising Paragraphs, 16, 41, 56, 69, 86, 99, 115, 131, 147, 166, 200; Revising Word Choice, 17, 43, 59, 72, 89, 102, 118, 134, 150, 169, 188, 201; Editing and Proofreading, 14, 46, 60, 74, 90, 103, 119, 135, 151, 170-171, 189, 202, 586-587, 624; Grammar in Your Writing, 44, 46, 58, 60, 71, 74, 87, 90, 101, 103, 117, 119, 133, 135, 149, 151, 168, 171, 187, 189, 202

Research Writing, 154-155, 156-161, 162-164, 165-169, 170-171, 172-175; also see: *Connected Assignment*: Documentary, 137; Reference

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
  
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

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Skills, 611–623;  
Citing Sources  
and Preparing  
Manuscript, 640;  
Internet  
Research  
Handbook, 679–  
681

Rubric for Self-  
Assessment/Ref-  
lecting on Your  
Writing/Building  
Your Portfolio,  
Peer review, 47,  
61, 75, 91, 104,  
120, 152, 172,  
190, 203

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

|       |       |       |       |
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| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |



632; also see:  
Considering Your Audience and Purpose, 8, 36, 52, 66, 81, 96, 110, 126, 142, 158, 180, 197;  
Editing and Proofreading, 14, 46, 60, 74, 90, 103, 119, 135, 151, 170-171, 189, 202, 586-587, 624;  
Grammar in Your Writing, 44, 46, 58, 60, 71, 74, 87, 90, 101, 103, 117, 119, 133, 135, 149, 151, 168, 171, 187, 189, 202

Listening Critically, 551–553; *Workplace Skills: Working With People*, 629–630, Learning Teamwork, 631–632; also see: Peer review, 47, 61, 75, 91, 104, 120, 152, 172, 190, 203

Listening Critically, 551–553; *Workplace Skills: Working With People*, 629–630, Learning

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.
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

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Teamwork, 631–632; also see: Peer review, 47, 61, 75, 91, 104, 120, 152, 172, 190, 203

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

*Internet:* evaluating material on, 596, finding and evaluating information on, 622–623, learning to use, 639, narrowing a search, researching on, 647–649; Electronic Indexes, 615; Electronic dictionaries, 617; Electronic maps, 621, 623; Citing Sources and Preparing Manuscript, 640; Internet Research Handbook, 679–681

17. understand, evaluate and create media communications.

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*Research Writing: Doing Investigative Research, 161, Elaborate on Notes, 164, Preparing a Reference List, 170, Citing Sources, 171; Reference Skills, 611–624; also see: Internet: evaluating material on, 596, finding and evaluating information on, 622–623, learning to use, 639, narrowing a search, researching on, 647–649; Electronic Indexes, 615; Electronic dictionaries, 617; Electronic maps, 621, 623; Citing Sources and Preparing Manuscript, 640; Internet Research Handbook, 679–681*

*Connected Assignment: Documentary, 137*

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 of medium.

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