

DoDEA
English Language Arts
Content Standards

correlated to

ELEMENTS OF WRITING
Alternative Readings
Designing Your Writing
Media Literacy and Communications Skills

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, First Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 7—E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade seven (850L - 1100L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least five different literary forms and from at least five different writers.

SE 20–23, 60–63, 94–96, 116–122, 212–216, 244–246

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

SE 20–23, 60–63, 94–96, 116–122, 212–216, 244–246

E1b.1 makes and supports warranted and responsible assertions about the texts;

AR 13, 19, 43–44, 47

E1b.2 supports assertions with elaborated and convincing evidence;

SE 299, 301

E1b.3 draws the text together to compare and contrast themes, characters, and ideas;

SE 294–304, 308

E1b.4 makes perceptive and well developed connections;

SE 145–146, 175–176, 209, 240–241, 271–272, 311–312, 351–352

E1b.5 evaluates writing strategies and elements of the author's craft.

SE 348

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces oral or written work that:

AR 21–27, 32–33

E1c.1 restates or summarizes information;	AR 29, 34–35
E1c.2 relates new information to prior knowledge and experience;	AR 1, 7, 29, 37, 43
E1c.3 extends ideas;	AR 7, 13, 21, 29, 37, 43
E1c.4 makes connections to related topics or information.	SE 145–146, 175–176, 209, 240–241, 271–272, 311–312, 351–352
E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:	AR 21–27
E1d.1 identifies the social context of the document;	AR 29, 37
E1d.2 identifies the author's purpose and stance;	AR 7
E1d.3 analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;	AR 37–42
E1d.4 examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;	AR 37–38, 42
E1d.5 identifies or uses commonly used persuasive techniques.	AR 37–38, 42, 43–45, 47–48
E1e: The student demonstrates familiarity with a variety of functional documents (i.e., documents that exist in order to get things done) and produces written or oral work that does one or more of the following:	SE 867–876 AR 9–11
E1e.1 identifies the institutional context of the document;	SE 872–873
E1e.2 identifies the sequence of activities needed to carry out a procedure;	AR 12
E1e.3 analyzes or uses the formatting techniques used to make a document user-friendly;	SE 870, 874 DYW 1–16, 17–22, 23–30, 31–35, 37–41, 43–48, 49–54, 55–60, 61–74, 75–80, 81–86, 87–94, 95–100, 101–110, 111–120, 121–126, 127–132, 133–138, 139–144, 145–150, 151–156, 157–164, 165–170
E1e.4 identifies any information that is either extraneous or missing in terms of	SE 868, 870–872

audience and purpose or makes effective use of relevant information.

Grade 7—E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 320–346
E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 325–325, 335, 343
E2a.2 develops a controlling idea that conveys a perspective on the subject;	SE 333–334
E2a.3 creates an organizing structure appropriate to a specific purpose, audience, and context;	SE 333–334, 343
E2a.4 includes appropriate facts and details;	SE 335, 343
E2a.5 excludes extraneous and inappropriate information;	SE 333
E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;	SE 336–337, 343
E2a.7 provides a sense of closure to the writing.	SE 336, 343
E2b: The student produces a response to literature that:	SE 280–306
E2b.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 297
E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;	SE 294–297
E2b.3 supports judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;	SE 298, 302–303
E2b.4 demonstrates an understanding of	SE 294–297, 298, 302–303

the literary work;	
E2b.5 anticipates and answers a reader's questions;	SE 297
E2b.6 provides a sense of closure to the writing.	SE 299, 303
E2c: The student produces a narrative account (fictional or autobiographical) that:	SE 123–141, 185–205
E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 125, 137, 186, 193, 204
E2c.2 establishes a situation, plot, point of view, setting, and conflict (for autobiography, the significance of events and of conclusions that can be drawn from these events);	SE 126–127, 137, 186, 191, 204
E2c.3 creates an organizing structure	SE 128–130, 137, 191–192
E2c.4 includes sensory details and concrete language to develop plot and character;	SE 127–128, 137, 189, 193–194, 204
E2c.5 excludes extraneous details and inconsistencies;	SE 204
E2c.6 develops complex characters;	SE 189, 204
E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;	SE 138–140, 204
E2c.8 provides a sense of closure to the writing.	SE 130, 137
E2d: The student produces a narrative procedure that:	SE 217–235
E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 217, 225, 232
E2d.2 provides a guide to action for a relatively complicated procedure in order to anticipate a reader's needs; creates expectations through predictable structures, e.g., headings; and provides transitions between steps;	SE 219–222, 225, 232
E2d.3 makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;	DYW 23, 24, 37, 43, 50, 61, 75, 76, 81–86, 87, 133, 189, 190, 191, 199, 211
E2d.4 includes relevant information;	SE 223–224, 232

E2d.5 excludes extraneous information;	SE 223–224, 232
E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for a reader;	SE 231
E2d.7 provides a sense of closure to the writing.	SE 225, 232
E2e: The student produces a persuasive essay that:	SE 247–266
E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 247, 256, 263
E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;	SE 248, 263
E2e.3 creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details reasons, examples, and anecdotes effectively and persuasively;	SE 251, 256, 261
E2e.4 includes appropriate information and arguments;	SE 253, 256, 263
E2e.5 excludes information and arguments that are irrelevant;	SE 254–255, 263
E2e.6 anticipates and addresses reader concerns and counter-arguments;	SE 251–252, 256
E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;	SE 252
E2e.8 provides a sense of closure to the writing.	SE 256, 263

Grade 7—E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media

E3a: The student participates in one-on-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:	SE 841
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E3a.1 initiates new topics in addition to responding to adult-initiated topics;	SE 841
E3a.2 asks relevant questions;	SE 841
E3a.3 responds to questions with appropriate elaboration;	MLCS: A How-to Handbook 19
E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if . . .,” “very likely . . .,” “I’m unsure whether . . .;”	SE 833
E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.	MLCS: A How-to Handbook 27 SE 830–831
E3b: The student participates in group meetings, in which the student:	SE 890
E3b.1 displays appropriate turn-taking behaviors;	SE 832–833
E3b.2 solicits another person’s comment or opinion;	MLCS: A How-to Handbook 23–40
E3b.3 offers own opinion forcefully without dominating;	SE 833
E3b.4 responds appropriately to comments and questions;	MLCS: A How-to Handbook 27
E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;	SE 832
E3b.6 gives reasons in support of opinions expressed;	SE 833
E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks group for similar expansions;	MLCS: A How-to Handbook 28
E3b.8 employs a group decision-making technique such as a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).	SE 833
E3c: The student prepares and delivers an individual presentation in which the student:	MLCS: A How-to Handbook 23–40
E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of	SE 252
	SE 833
	MLCS: A How-to Handbook 28
	SE 833
	MLCS: A How-to Handbook 27
	SE 833
	MLCS: A How-to Handbook 28
	SE 828–831
	MLCS: A Teacher’s Guide 25–30
	MLCS: Support and Practice 41–44
	MLCS Videocassette 2 , Segment D
	SE 828–829
	MLCS: A Teacher’s Guide 25–26
	MLCS: Support and Practice 41

audience members;	
E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;	SE 830 MLCS: A Teacher’s Guide 25–26 MLCS: Support and Practice 41
E3c.3 uses notes or other memory aides to structure the presentation;	SE 830 MLCS: A Teacher’s Guide 25–26 MLCS: Support and Practice 41, Transparency 10
E3c.4 develops several main points relating to a single thesis;	SE 830
E3c.5 engages the audience with appropriate verbal cues and eye contact;	SE 830 MLCS: Support and Practice 42 MLCS: A Teacher’s Guide 28–29 MLCS Videocassette 2, Segment D
E3c.6 projects a sense of individuality and personality in selecting and organizing content, and in delivery.	SE 830–831
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:	MLCS: Support and Practice 1–9 MLCS: A Teacher’s Guide 1–4
E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;	MLCS: Support and Practice 1 MLCS: A Teacher’s Guide 1
E3d.2 evaluates the role of the media in focusing attention and in forming opinion;	MLCS: Support and Practice 4, 8 MLCS: A Teacher’s Guide 2–3 MLCS: Videocassette 1, Segment A
E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;	MLCS: Support and Practice 8–9 MLCS: A Teacher’s Guide 4
E3d.4 defines the role of advertising as part of media presentation;	MLCS: Support and Practice 55–58, 60–61, Transparency 16, Transparency 17 MLCS: A Teacher’s Guide 36–38 MLCS: Videocassette 2, Segment E

Grade 7—E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student demonstrates an understanding of the rules of the English	SE 396–421, 422–442, 443–471, 472–488, 489–513, 514–531, 532–548, 549–578,
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language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:	579–603, 604–626, 627–650, 651–673, 674–699
E4a.1 grammar;	SE 165, 201, 422–442, 443–471, 472–488
E4a.2 paragraph structure;	SE 65–76
E4a.3 punctuation;	SE 140, 305, 342, 359, 364, 371, 373, 674–699, 700–763
E4a.4 sentence construction;	SE 356, 354–378, 396–421, 489–513, 514–531, 532–548
E4a.5 spelling;	SE 764–793
E4a.6 usage.	SE 201, 233, 265, 367, 549–578, 579–603, 604–626, 627–650, 651–671
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student's revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:	SE 137, 169, 204, 232, 263, 303, 343
E4b.1 adding or deleting details;	SE 137, 169, 204, 232, 263, 303, 343
E4b.2 adding or deleting explanations;	SE 232, 263, 303, 343
E4b.3 clarifying difficult passages;	SE 232, 343
E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;	SE 137, 169, 204, 232, 343
E4b.5 sharpening the focus;	SE 169, 263
E4b.6 reconsidering the organizational structure.	SE 137, 169, 204, 343

Grade 7—E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional expository, or journalistic writing.

E5a: The student responds to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	SE 121, 180–183, 274–313
E5a.1 identifies recurring themes across works;	SE 292
E5a.2 interprets the impact of author's decisions regarding work choice and	SE 121, 183

content, and literary elements;	
E5a.3 identifies the characteristics of literary forms and genres;	SE 184, 207, 209
E5a.4 evaluates literary merit;	SE 183, 197, 208, 291
E5a.5 identifies the effect of point of view;	SE 127
E5a.6 analyzes the reasons for a character's actions, taking into account the situation and basic motivation of the character;	SE 183, 294–296, 308–310
E5a.7 identifies stereotypical characters as opposed to fully developed characters;	SE 294–296, 308–310
E5a.8 identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;	SE 121
E5a.9 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.	SE 294–296, 308–310
E5b The student produces work in at least one literary genre that follows the conventions of the genre.	SE 185–205, 207–208, 209

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, Second Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 8 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

<p>E1a: The student reads at least twenty–five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eight (900L–1150L). The materials should include traditional and contemporary literature (both fiction and non–fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p>SE 18–21, 58–61, 92–95, 118–122, 130–132, 142–143, 152–153, 166–170, 177, 179–180, 186–192, 203–211, 217–219, 224–226, 238–243, 249–251, 256–259, 271–274, 281, 290–291, 294–298, 308, 320, 326–328, 345–348, 353–355, 357–358, AR 3–5, 9–10, 16–18, 23–25, 29–31, 35–37, 42–45</p>
<p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p>	<p>SE 18–21, 58–61, 92–95, 118–122, 130–132, 142–143, 152–153, 166–170, 177, 179–180, 186–192, 203–211, 217–219, 224–226, 238–243, 249–251, 256–259, 271–274, 281, 290–291, 294–298, 308, 320, 326–328, 345–348, 353–355, 357–358, AR 3–5, 9–10, 16–18, 23–25, 29–31, 35–37, 42–45</p>
<p>E1b.1: makes and supports warranted and responsible assertions about the texts;</p>	<p>SE 95, 121, 153, 192</p>
<p>E1b.2: supports assertions with elaborated and convincing evidence;</p>	<p>SE 209, 226, 259 AR 19–20</p>
<p>E1b.3: draws the text together to compare and contrast themes, characters, and ideas;</p>	<p>SE 317–319, 321–323</p>
<p>E1b.4: makes perceptive and well developed connections;</p>	<p>SE 317–319, 321–323</p>
<p>E1b.5: evaluates writing strategies and elements of the author’s craft.</p>	<p>SE 133, 173–174, 241</p>

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:	SE 238–241 AR 9–10, 16–18, 29–31
E1c.1: restates or summarizes information;	SE 251, 328
E1c.2: relates new information to prior knowledge and experience;	SE 260
E1c.3: extends ideas;	SE 328
E1c.4: makes connections to related topics or information.	SE 322–323 AR 32
E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:	SE 256–259, 282–286 AR 35–38
E1d.1: identifies the social context of the document;	SE 358–359
E1d.2: identifies the author’s purpose and stance;	SE 283, 328
E1d.3: analyzes the arguments and positions advanced and the evidence offered in support of them, or formulates an argument and offers evidence to support it;	SE 259, 283 AR 38
E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile to the position presented;	SE 264–269
E1d.5: identifies or uses commonly used persuasive techniques.	SE 259, 267–269, 283
E1e: The student demonstrates familiarity with a variety of functional documents (i.e. documents that exist in order to get things done) and produces written or oral work that does one or more of the following:	SE 223–253, 900–907
E1e.1: identifies the institutional context of the document;	SE 900–907
E1e.2: identifies the sequence of activities needed to carry out a procedure;	SE 236–241, 900–907
E1e.3: analyzes or uses the formatting	SE 236–238, 900–907

techniques used to make a document user-friendly;	
E1e.4: identifies any information that is either extraneous or missing in terms of audience and purpose or makes effective use of relevant information.	SE 245

Grade 8 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 324–359 DYW 228–233
E2a.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 333–334, 344, 350
E2a.2: develops a controlling idea that conveys a perspective on the subject;	SE 330–332, 344–345
E2a.3: creates an organizing structure appropriate to a specific purpose, audience and context;	SE 342–345, 350
E2a.4: includes appropriate facts and details;	SE 336–343, 350
E2a.5: excludes extraneous and inappropriate information;	SE 350
E2a.6: uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, and explaining benefits or limitations;	SE 324–359
E2a.7: provides a sense of closure to the writing.	SE 344–345, 350
E2b: The student produces a response to literature that:	SE 288–323
E2b.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 290–291
E2b.2: advances a judgment that is interpretive, analytic, evaluative, or	SE 307, 309, 311

reflective;	
E2b.3: supports judgment through references to the text, references to other works, authors, or non–print media, or references to personal knowledge;	SE 305–309, 311
E2b.4: demonstrates an understanding of the literary work.	SE 288–323
E2b.5: anticipates and answers a reader’s questions;	SE 311
E2b.6: provides a sense of closure to the writing.	SE 309, 311
E2c: The student produces a narrative account (fictional or autobiographical) that:	SE 116–149, 184–221
E2c.1: engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 195, 200–201, 213
E2c.2: establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from those events);	SE 195–198, 213
E2c.3: creates an organizing structure;	SE 129–135, 199–200, 213
E2c.4: includes sensory details and concrete language to develop plot and character;	SE 125–129, 139, 213
E2c.5: excludes extraneous details and inconsistencies;	SE 172
E2c.6: develops complex characters;	SE 195–198, 201–202, 203–209, 213
E2c.7: uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, and specific narrative action, e.g., movement, gestures, expressions;	SE 202
E2c.8: provides a sense of closure to the writing.	SE 128, 135, 139
E2d: The student produces a narrative procedure that:	SE 222–253
E2d.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 229, 236, 244–245
E2d.2: provides a guide to action for a relatively complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures,	SE 222–253

e.g., headings; and provides transitions between steps;	
E2d.3: makes use of appropriate writing strategies such as creating a visual hierarchy and using white space and graphics as appropriate;	SE 232, 238–241, 251 DYW 23, 24, 37, 43, 50, 61, 75, 76, 81–86, 87, 133, 189, 190, 191, 199, 211
E2d.4: includes relevant information;	SE 231–237, 244–245
E2d.5 excludes extraneous information;	SE 234–235
E2d.6: anticipates problems, mistakes, and misunderstandings that might arise for the reader;	SE 237–238, 241, 245
E2d.7: provides a sense of closure to the writing.	SE 237, 244–245
E2e: The student produces a persuasive essay that:	SE 254–287
E2e.1: engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 264–265, 270, 275, 278
E2e.2: develops a controlling idea that makes a clear and knowledgeable judgment;	SE 261–263, 275, 278
E2e.3: creates and organizes a structure that is appropriate to the needs, values, and interests of a specified audience and arranges details, reasons, examples, and anecdotes effectively and persuasively;	SE 266–271, 275, 278
E2e.4: includes appropriate information and arguments;	SE 266–271, 275, 278
E2e.5: excludes information and arguments that are irrelevant;	SE 267–269, 278
E2e.6: anticipates and addresses reader concerns and counter–arguments;	SE 278
E2e.7: supports arguments with detailed evidence, citing sources of information as appropriate;	SE 266–271, 275, 278
E2e.8: provides a sense of closure to the writing.	SE 271, 275, 278

Grade 8–E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:	SE 872–874 MLCS: A How-to Handbook 59–68
E3a.1 initiates new topics in addition to responding to adult-initiated topics;	SE 872–874 MLCS: A How-to Handbook 66
E3a.2: asks relevant questions;	SE 872–873 MLCS: A How-to Handbook 62–66
E3a.3: responds to questions with appropriate elaboration;	MLCS: A How-to Handbook 82–85
E3a.4: uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;	MLCS: A How-to Handbook 5
E3a.5: confirms understanding by paraphrasing the adult’s directions or suggestions.	SE 872–873
E3b: The student participates in group meetings, in which the student:	SE 866–867 MLCS: A How-to Handbook 23–30 MLCS: Support and Practice 18–23 MLCS: A Teacher’s Guide 13–15
E3b.1: displays appropriate turn-taking behaviors;	SE 866–867 MLCS: A How-to Handbook 26–30
E3b.2: actively solicits another person’s comment or opinion;	SE 866–867 MLCS: A How-to Handbook 26–27
E3b.3: offers own opinion forcefully without dominating;	SE 866–867 MLCS: A How-to Handbook 27–30
E3b.4: responds appropriately to comments and questions;	MLCS: A How-to Handbook 26–28
E3b.5: volunteers contributions and responds when directly solicited by teacher or discussion leader;	SE 866–867 MLCS: A How-to Handbook 27
E3b.6: gives reasons in support of	MLCS: A How-to Handbook 27–28

opinions expressed;	MLCS: A Teacher's Guide 13–14
E3b.7: clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;	SE 866–867 MLCS: A How-to Handbook 27–28
E3b.8: employs a group decision-making technique such as a brainstorming or a problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution).	SE 866–867 MLCS: A How-to Handbook 23–24
E3c: The student prepares and delivers an individual presentation in which the student:	MLCS: A How-to Handbook 69–80 MLCS: Support and Practice 40–50 MLCS: A Teacher's Guide 25–31 MLCS Videocassette 2 , Segment E
E3c.1: shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;	SE 863 MLCS: A How-to Handbook 69 MLCS: Support and Practice 44
E3c.2: shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;	MLCS: A How-to Handbook 70–72
E3c.3: uses notes or other memory aids to structure the presentation;	SE 864–865 MLCS: A How-to Handbook 71–72 MLCS: Support and Practice T8 MLCS: A Teacher's Guide 27
E3c.4: develops several main points relating to a single thesis;	SE 862–863 MLCS: A How-to Handbook 71
E3c.5: engages the audience with appropriate verbal cues and eye contact;	SE 864–865 MLCS: A How-to Handbook 72–74 MLCS Videocassette 1 , Segment A
E3c.6: projects a sense of individuality and personality in selecting and organizing content, and in delivery.	SE 864–865 MLCS: A How-to Handbook 72–74, 79 MLCS: Support and Practice 42
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:	SE 876–878 MLCS: Support and Practice 32, 34
E3d.1: demonstrates an awareness of the presence of the media in the daily lives of most people;	SE 287, 877 MLCS: A How-to Handbook 171–200
E3d.2: evaluates the role of the media in focusing attention and in forming	SE 287, 877–878 MLCS: A How-to Handbook 173–174,

opinion;	177–178, 179–172
E3d.3: judges the extent to which the media are a source of entertainment as well as a source of information;	SE 877–878
E3d.4: defines the role of advertising as part of media presentation.	SE 287 MLCS: A How-to Handbook 179–180, 190

Grade 8 - E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject–verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience and context of the work. The student demonstrates control of:	SE 404–828
E4a.1: grammar;	SE 247, 314, 352, 404–828
E4a.2: paragraph structure;	SE 56–83
E4a.3: punctuation;	SE 215, 314, 736–797
E4a.4: sentence construction;	SE 360–384, 555–571
E4a.5: spelling;	SE 798–827
E4a.6: usage.	SE 141, 175, 247, 602–708
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:	SE 114–115, 139–140, 212–214
E4b.1: adding or deleting details;	SE 46–48, 139, 213, 245–246
E4b.2: adding or deleting explanations;	SE 245
E4b.3: clarifying difficult passages;	SE 245
E4b.4: rearranging words, sentences, and paragraphs to improve or clarify meaning;	SE 140, 172–173, 310, 351
E4b.5: sharpening the focus;	SE 172, 278

E4b.6: reconsidering the organizational structure.	SE 139, 172, 213, 245
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Grade 8 - E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository, or journalistic writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	SE 18–21, 58–61, 92–95, 118–122, 130–132, 142–143, 152–153, 166–170, 177, 179–180, 186–192, 203–211, 217–219, 224–226, 256–259, 271–274, 281, 290–291, 294–298, 308, 320, 326–328, 345–348, 353–355, 357–358
E5a.1: identifies recurring themes across works;	SE 317–319
E5a.2: interprets the impact of authors’ decisions regarding word choice and content, and literary elements;	SE 153, 166–168, 172–174, 180
E5a.3: identifies the characteristics of literary forms and genres;	SE 116–221, 254–359
E5a.4: evaluates literary merit;	SE 114–115, 139–140, 212–214
E5a.5: identifies the effect of point of view;	SE 121, 200
E5a.6: analyzes the reasons for character’s actions, taking into account the situation and basic motivation of the character;	SE 300–306
E5a.7: identifies stereotypical characters as opposed to fully developed characters;	SE 197–198, 209, 213, 302–305
E5a.8: identifies the effect of literary devices such as figurative language, allusion, diction, dialogue, and description;	SE 152–153, 164–166, 172, 209
E5a.9: makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings and themes.	SE 209, 303–306, 321–323
E5b: The student produces work in at least one literary genre that follows the conventions of the genre.	SE 116–221, 254–359

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, Third Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 9–E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

<p>E1a: The student reads at least twenty–five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade nine (1000L–1200L). The materials should include traditional and contemporary literature (both fiction and non–fiction) as well as magazines, newspapers, textbooks, and on–line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p>SE 16–18, 64–66, 106–108, 134–137, 152–153, 163–165, 168–169, 200, 204–206, 222–229, 250–252, 264–269, 278–279, 286–288, 304–305, 321, 324–326, 330–333, 419, 440 AR 3–4, 9–11, 15–17, 21–23, 27–29, 33–37, 43–45, 49–50</p>
<p>E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p>	<p>SE 16–18, 64–66, 106–108, 134–137, 152–153, 163–165, 168–169, 200, 204–206, 222–229, 250–252, 264–269, 278–279, 286–288, 304–305, 321, 324–326, 330–333, 419, 440 AR 3–4, 9–11, 15–17, 21–23, 27–29, 33–37, 43–45, 49–50</p>
<p>E1b.1 makes and supports warranted and responsible assertions about the texts;</p>	<p>SE 198, 229, 306</p>
<p>E1b.2 supports assertions with elaborated and convincing evidence;</p>	<p>SE 289, 306</p>
<p>E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;</p>	<p>SE 318–319</p>
<p>E1b.4 makes perceptive and well developed connections;</p>	<p>SE 318–319, 327</p>
<p>E1b.5 evaluates writing strategies and elements of the author’s craft.</p>	<p>SE 103, 269, 275</p>
<p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces</p>	<p>SE 242–243, 264–269</p>

written or oral work that:	
E1c.1 restates or summarizes information;	SE 243, 269
E1c.2 relates new information to prior knowledge or experience;	SE 154
E1c.3 extends ideas;	SE 207
E1c.4 makes a connection to related topics or information.	SE 154

Grade 9–E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 369–405
E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 372–373
E2a.2 develops a controlling idea that conveys a perspective on the subject;	SE 370–371, 392–395
E2a.3 creates an organizing structure appropriate to purpose, audience, and context;	SE 386–387, 392–395
E2a.4 includes appropriate facts and details;	SE 383–387, 392–395
E2a.5 excludes extraneous and inappropriate information;	SE 370
E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;	SE 384–386, 392–395, 303
E2a.7 provides a sense of closure to the writing.	SE 308–311, 368
E2b: The student produces a response to literature that:	SE 323–361
E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;	SE 324–327, 343
E2b.2 advances a judgment that is	SE 328–342, 360–361

interpretive, analytic, evaluative, or reflective;	
E2b.3 supports a judgment through references to the text, references to other works, authors, or non–print media, or references to personal knowledge;	SE 327, 344–347
E2b.4 demonstrates understanding of the literary work through suggesting an interpretation;	SE 342, 346 –347, 355
E2b.5 anticipates and answers a reader’s questions;	SE 351–352
E2b.6 recognizes possible ambiguities, nuances, and complexities;	SE 335, 338
E2b.7 provides a sense of closure to the writing.	SE 348–349, 351
E2c: The student produces a narrative (fictional or autobiographical) account that:	SE 203–237
E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 211–213, 220
E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);	SE 209–210, 213–218, 222–229, 230–232
E2c.3 creates an organizing structure;	SE 219, 229
E2c.4 includes sensory details and concrete language to develop plot and character;	SE 218, 234
E2c.5 excludes extraneous details and inconsistencies;	SE 218–219
E2c.6 develops complex characters;	SE 215–217, 234
E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;	SE 215–216, 221, 234
E2c.8 provides a sense of closure to the writing.	SE 221, 234
E2d: The student produces a narrative that:	SE 249–283
E2d.1 engages the reader by establishing a	SE 258, 264–271

context, creating a persona, and otherwise developing reader interest;	
E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;	SE 264–271
E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;	SE 260–261, 264–269 DYW 61–86, 87–100, 101–144
E2d.4 includes relevant information;	SE 260–262
E2d.5 excludes extraneous information;	SE 260–262
E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;	SE 273, 275
E2d.7 provides a sense of closure to the writing.	SE 264–269, 272–273
E2e: The student produces a persuasive essay that:	SE 284–321
E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 295–296, 309
E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;	SE 291–294, 309–311
E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;	SE 296, 303, 306–311
E2e.4 includes appropriate information and arguments;	SE 297–311
E2e.5 excludes information and arguments that are irrelevant;	SE 299–302, 311
E2e.6 anticipates and addresses reader concerns and counter–arguments;	SE 306
E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;	SE 297–298, 311
E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;	SE 297–303, 311

E2e.9 provides a sense of closure to the writing.	SE 309, 311
E2f: The student produces a reflective essay that:	SE 132–165
E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 143–144, 157
E2f.2 analyzes a condition or situation of significance;	SE 139–142
E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;	SE 140–142, 145–148, 151
E2f.4 creates an organizing structure appropriate to purpose and audience;	SE 149–157
E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;	SE 134–137, 145–148, 151–154, 156–157
E2f.6 provides a sense of closure to the writing.	SE 156

Grade 9–E3 Speaking, Listening, and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:	SE 909–911
E3a.1 initiates new topics in addition to responding to adult-initiated topics;	SE 909–911
E3a.2 asks relevant questions;	SE 909–911 MLCS: A How-to Handbook 26–27
E3a.3 responds to questions with appropriate elaboration;	MLCS: A How-to Handbook 27–28
E3a.4 uses language cues to indicate	SE 900–901

different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;	MLCS: A How-to Handbook 27
E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.	SE 909–911
E3b: The student participates in group meetings, in which the student:	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.1 displays appropriate turn-taking behaviors;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.2 actively solicits another person’s comment or opinion;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.3 offers own opinion forcefully without dominating;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.4 responds appropriately to comments and questions;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.6 gives reasons in support of opinions expressed;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);	SE 902–903 MLCS: A How-to Handbook 23–28
E3b.9 divides labor so as to achieve the overall group goal efficiently.	SE 902–903 MLCS: A How-to Handbook 23–28
E3c: The student prepares and delivers an individual presentation, in which the student:	SE 897–902 MLCS: A How-to Handbook 1–12, 45–50, 65–76 MLCS: A Teacher’s Guide 17–21
E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;	SE 899–900
E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability	SE 899–901 MLCS: A How-to Handbook 66–68 MLCS: Support and Practice 28

of information in resource materials;	MLCS: A Teacher's Guide 17–19
E3c.3 uses notes or other memory aids to structure the presentation;	SE 900 MLCS: A How-to Handbook 67–68 MLCS: A Teacher's Guide 19–20
E3c.4 develops several main points relating to a single thesis;	SE 899–900 MLCS: A How-to Handbook 65–67
E3c.5 engages the audience with appropriate verbal cues and eye contact;	MLCS: A How-to Handbook 3–8, 69–70 MLCS: A Teacher's Guide 20
E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.	MLCS: A How-to Handbook 68–70, 75
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:	SE 264–269 MLCS: A How-to Handbook 127–172 MLCS: A Teacher's Guide 13–15 MLCS Videocassette 1 , Segment C
E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;	AR 47–50 SE 359–361 MLCS: A How-to Handbook 87–204
E3d.2 evaluates the role of the media in focusing attention and in forming opinion;	SE 359–361 MLCS: A How-to Handbook 173–196 MLCS: Support and Practice 21–26 MLCS: A Teacher's Guide 13–15
E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;	MLCS: A How-to Handbook 163–164 MLCS: Support and Practice 52–53, 67 MLCS Videocassette 1 , Segment C
E3d.4 defines the role of advertising as part of media presentation.	SE 913–914 MLCS: A How-to Handbook 183–196
E3e: The student listens to and analyzes a public speaking performance; that is, the student:	SE 917 MLCS: A How-to Handbook 13 22, 45 – 50, 74–75
E3e.1 takes notes on salient information;	MLCS: A How-to Handbook 16
E3e.2 accurately summarizes the essence of each speaker's response;	SE 912 MLCS: A How-to Handbook 16
E3e.3 formulates a judgment about the issues under discussion.	SE 907 MLCS: A How-to Handbook 74

Grade 9–E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject–verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:	SE 406–440, 464–895
E4a.1 grammar;	SE 144, 406–440, 464–895
E4a.2 paragraph structure;	SE 62–103
E4a.3 punctuation;	SE 739–824, 878–880
E4a.4 sentence construction;	SE 406–440, 500–530, 866–867
E4a.5 spelling;	SE 836–863
E4a.6 usage.	SE 684 –716, 877–881
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:	SE 49–53, 157–158, 275, 310–313
E4b.1 adding or deleting details;	SE 157–158, 192–193 MLCS: A How-to Handbook 74
E4b.2 adding or deleting explanations;	SE 275
E4b.3 clarifying difficult passages;	SE 275, 312
E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;	SE 157–158, 192–193, 237, 275
E4b.5 sharpening the focus;	SE 234, 237
E4b.6 reconsidering the organizational structure;	SE 157, 192–3 MLCS: Support and Practice 13, 18
E4b.7 rethinking and/or rewriting the piece in light of different audiences and purposes.	SE 296

Grade 9–E5 Literature

Literature consists of poetry, fiction, non–fiction, and essays as distinguished from instructional, expository or journalistic writing.

E5a: The student responds to non–fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	SE 322–355 AR 3–6, 26–30 MLCS: A How-to Handbook 29–34
E5a.1 makes thematic connections among literary texts, public discourse, and media;	SE 324–327 AR 49–51
E5a.2 evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;	SE 336–359
E5a.3 identifies the characteristics of literary forms and genres;	SE 204–209, 324–336 AR 25–29 MLCS: A How-to Handbook 29
E5a.4 evaluates literary merit;	SE 238, 313
E5a.5 explains the effect of point of view;	SE 213–215, 335
E5a.6 makes inferences and draws conclusions about fictional and non–fictional contexts, events, characters, settings, themes, and styles;	SE 222–229 AR 3
E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;	SE 235–236
E5a.8 identifies the stance of a writer in shaping the presentation of a subject;	SE 306
E5a.9 identifies ambiguities, subtleties, contradictions, ironies, and nuances;	SE 200, 204–207
E5a.10 understands the role of tone in presenting literature (both fictional and non–fictional);	SE 211–212
E5a.11 demonstrates how literary works (both fictional and non–fictional) reflect the culture that shaped them.	SE 441–461 AR 14–18
E5b: The student produces work in at least one literary genre that follows the conventions of the genre.	SE 132–165, 202–247, 284–321, 322–361

Grade 9–E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6a: The student identifies strategies common to public documents and public discourse, including:	SE 286–289, 295–302, 316–321 MLCS: Support and Practice 67–68
E6a.1 effective use of argument;	SE 385–321
E6a.2 use of the power of anecdote;	SE 298–299
E6a.3 anticipation of counter claims;	MLCS: Support and Practice 58–59
E6a.4 appeal to audiences both friendly and hostile to the position presented;	MLCS: Support and Practice 58–59
E6a.5 use of emotionally laden words and imagery;	SE 457–458 MLCS: Support and Practice 33–39
E6a.6 citing of appropriate references or authorities.	SE 378–381, 390–396
E6b: The student creates public documents, in which the student:	SE 316–317 MLCS: Support and Practice 46–56
E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or s	SE 167–170, 456–458
E6b.2 utilizes and recognizes the power of logical arguments based on appealing to a reader’s emotions;	SE 297–299, 306–311 MLCS: Support and Practice 58, 63
E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;	SE 296
E6b.4 uses a range of strategies to appeal to readers.	SE 316–317 DYW 199–202 MLCS: A How-to Handbook 87–112, 128–130, 180

Grade 9–E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7a: The student identifies strategies common to effective functional documents, including:	SE 255–277, 937–945 MLCS: A How-to Handbook 87–112
E7a.1 visual appeal, e.g. format, graphics, white space, and headers;	SE 937–38 MLCS: A How-to Handbook 87–112
E7a.2 logic of the sequence in which the directions are given;	SE 260–262, 264–273
E7a.3 point out possible reader misunderstandings and misconceptions.	SE 273
E7b: The student creates functional documents appropriate to audience and purpose, in which the student:	SE 255–277, 937–945 MLCS: A How-to Handbook 87–112
E7b.1 reports, organizes, and conveys information and ideas accurately;	SE 255–275
E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;	SE 168–195 MLCS: A How-to Handbook 87–100
E7b.3 anticipates readers’ problems, mistakes, and misunderstandings;	SE 273
E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;	MLCS: A How-to Handbook 87–112 DYW 61–86, 87–100, 101–144, 145–165, 203–206, 219–222, 223–226
E7b.5 employs consistent and appropriate word choices.	SE 451–452, 938–939

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, Fourth Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 10 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade ten (1025L-1250L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.	SE 18–21, 64–66, 110–111, 140–144, 176–180, 214–220, 250–255, 290–293, 326–331, 364–368
E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that: E1b.1 makes and supports warranted and responsible assertions about the texts; E1b.2 supports assertions with elaborated and convincing evidence; E1b.3 draws the texts together to compare and contrast themes, characters, and ideas; E1b.4 makes perceptive and well developed connections; E1b.5 evaluates writing strategies and elements of the author’s craft.	SE 18–21, 64–66, 110–111, 140–144, 176–180, 214–220, 250–255, 290–293, 326–331, 364–368
E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:	SE 67–68, 113, 362–395, SE 71–74, 93–100, 362–395 SE 195, 256–281, 362–395 SE 172, 209–210, 247, 285–286, 319–320, 359–360, 362–395, 396–398, 443–444 SE 49, 362–395, 441 SE 248–284 AR 9–11, 17–19, 23–25, 35–37

E1c.1 restates or summarizes information;	SE 945, 998–999 AR 8
E1c.2 relates new information to prior knowledge or experience;	SE 24–31
E1c.3 extends ideas;	SE 286, 443–444 AR 34
E1c.4 makes connections to related topics or information.	SE 286, 443–444

Grade 10 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 400–442
E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 35–37, 410
E2a.2 develops a controlling idea that conveys a perspective on the subject;	SE 113–116, 423
E2a.3 creates an organizing structure appropriate to purpose, audience, and context;	SE 77–88, 117–119, 128–129, 420, 424
E2a.4 includes appropriate facts and details;	SE 71–75, 412, 421–422
E2a.5 excludes extraneous and inappropriate information;	SE 438
E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;	SE 71–5, 426, 436
E2a.7 provides a sense of closure to the writing.	SE 76, 130
E2b: The student produces a response to literature that:	SE 362–396
E2b.1 engages the reader through establishing a context, creating a persona,	SE 35–37, 381

and otherwise developing reader interest;	
E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;	SE 381
E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;	SE 382
E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;	SE 369–379
E2b.5 anticipates and answers a reader’s questions;	SE 381
E2b.6 recognizes possible ambiguities, nuances, and complexities;	SE 369–379
E2b.7 provides a sense of closure to the writing.	SE 76, 130, 387
E2c: The student produces a narrative (fictional or autobiographical) account that:	SE 138–163, 212–239
E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 147, 223
E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);	SE 95, 151–152, 223–229
E2c.3 creates an organizing structure;	SE 77–78, 128–129, 154–155, 236
E2c.4 includes sensory details and concrete language to develop plot and character;	SE 71, 148–151, 239, 225–226
E2c.5 excludes extraneous details and inconsistencies;	SE 164, 239
E2c.6 develops complex characters;	SE 225–226
E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;	SE 166, 229
E2c.8 provides a sense of closure to the writing.	SE 76, 130, 164, 239
E2d: The student produces a narrative that:	SE 319–320
E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 319–320

E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;	SE 82–92, 128–129, 319–320
E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;	DYW 61–86, 87–100, 101–144
E2d.4 includes relevant information;	SE 319–320
E2d.5 excludes extraneous information;	SE 319–320
E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;	SE 319–320
E2d.7 provides a sense of closure to the writing.	SE 130–176, 319–320
E2e: The student produces a persuasive essay that:	SE 324–353
E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 335–336
E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;	SE 333
E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;	SE 82–89, 128–129, 337–339, 343, 347–350
E2e.4 includes appropriate information and arguments;	SE 340
E2e.5 excludes information and arguments that are irrelevant;	SE 351–353
E2e.6 anticipates and addresses reader concerns and counter-arguments;	SE 352, 335–336
E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;	SE 337–339
E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;	SE 337–339
E2e.9 provides a sense of closure to the writing.	SE 130–176, 350–352

E2f: The student produces a reflective essay that:	SE 138–165
E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 147
E2f.2 analyzes a condition or situation of significance;	SE 151–153
E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;	SE 145–146
E2f.4 creates an organizing structure appropriate to purpose and audience;	SE 82–92, 128–129, 155
E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;	SE 148–150
E2f.6 provides a sense of closure to the writing.	SE 76, 130, 162-164

Grade 10 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:	SE 928–930, 941–943 MLCS: A How-to Handbook 1–12, 13–22
E3a.1 initiates new topics in addition to responding to adult-initiated topics;	MLCS: A How-to Handbook 1–3
E3a.2 asks relevant questions;	SE 943 MLCS: A How-to Handbook 16, 26–28, 37–38
E3a.3 responds to questions with appropriate elaboration;	MLCS: A How-to Handbook 20, 26–28
E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very	MLCS: A How-to Handbook 3

likely...,” “I’m unsure whether...”;	
E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.	MLCS: A How-to Handbook 13–16, 20 SE 943
E3b: The student participates in group meetings, in which the student;	SE 934–936 MLCS: A How-to Handbook 23–28
E3b.1 displays appropriate turn-taking behaviors;	MLCS: A How-to Handbook 24, 26
E3b.2 actively solicits another person’s comment or opinion;	MLCS: A How-to Handbook 26–28
E3b.3 offers own opinion forcefully without dominating;	MLCS: A How-to Handbook 26, 27
E3b.4 responds appropriately to comments and questions;	MLCS: A How-to Handbook 26–28
E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;	MLCS: A How-to Handbook 26–28
E3b.6 gives reasons in support of opinions expressed;	MLCS: A How-to Handbook 66, 79
E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;	MLCS: A How-to Handbook 27–28
E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);	MLCS: A How-to Handbook 28
E3b.9 divides labor so as to achieve the overall group goal efficiently.	SE 935–936 MLCS: A How-to Handbook 28
E3c: The student prepares and delivers an individual presentation, in which the student:	SE 247, 444–445, 930–934, 936–938 MLCS: A How-to Handbook 29–34, 35–42, 65–73 MLCS: Support and Practice 1–5, 24–26, 43–44, 50–54, 57–62
E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members;	SE 931 MLCS: A How-to Handbook 65–67 MLCS: Support and Practice 24, 50, 52
E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;	MLCS: A How-to Handbook 66–68 Videocassette 1, Segment A

E3c.3 uses notes or other memory aids to structure the presentation;	MLCS: A How-to Handbook 68 MLCS: Support and Practice Transparency 4, 27
E3c.4 develops several main points relating to a single thesis;	SE 932 MLCS: A How-to Handbook 67
E3c.5 engages the audience with appropriate verbal cues and eye contact;	SE 933 MLCS: A How-to Handbook 68–70
E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.	MLCS: A How-to Handbook 65
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:	SE 946–950 MLCS: A How-to Handbook 191–196, MLCS: Support and Practice 8–18, 19–23, 29–36, 37–42
E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;	SE 946–950 MLCS: A How-to Handbook 183 MLCS: A Teacher’s Guide 6–10 Videocassette 1, Segment B
E3d.2 evaluates the role of the media in focusing attention and in forming opinion;	SE 946–950 MLCS: A How-to Handbook 183–196, MLCS: Support and Practice 8–18, 19– 23, 29–36 Videocassette 1, Segment C
E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;	MLCS: Support and Practice 19, 37–42 MLCS: A Teacher’s Guide 24–28
E3d.4 defines the role of advertising as part of media presentation.	SE 359 MLCS: A How-to Handbook 183–196 MLCS: A Teacher’s Guide 51
E3e: The student listens to and analyzes a public speaking performance; that is, the student:	SE 360–361 MLCS: A How-to Handbook 45–50 MLCS: Support and Practice 45 MLCS: A Teacher’s Guide 19–20
E3e.1 takes notes on salient information;	MLCS: A How-to Handbook 16 MLCS: Support and Practice 45
E3e.2 identifies types of arguments (e.g. causation, authority, analogy) and identifies types of logical fallacies (e.g. ad hominem, inferring causation from correlation, over-generalization);	SE 337–338
E3e.3 accurately summarizes the essence of each speaker’s remarks; formulates a judgment about the issues under discussion.	MLCS: A How-to Handbook 74

Grade 10 - E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:	SE 496–508, 512–927
E4a.1 grammar;	SE 512–615
E4a.2 paragraph structure;	SE 62–101
E4a.3 punctuation;	SE 787–869
E4a.4 sentence construction;	SE 543–571
E4a.5 spelling;	SE 870–895
E4a.6 usage;	SE 647–761
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:	SE 47–54, 163–166, 200–203, 239–240, 274–277, 310–312, 351–354, 387–389, 436–438, 456, 475–477
E4b.1 adding or deleting details;	SE 51–53, 164, 201, 438
E4b.2 adding or deleting explanations;	SE 275, 311, 438
E4b.3 clarifying difficult passages;	SE 311, 438
E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;	SE 164, 201, 275, 311

E4b.5 sharpening the focus;	SE 311, 352, 387, 438
E4b.6 reconsidering the organizational structure;	SE 164, 201, 275, 311
E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.	SE 36–38, 387, 438

Grade 10 - E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	SE 18–21, 64–6, 110–11, 140–44, 176–180, 214–220, 250–55, 290–93, 326–31, 364–8
E5a.1 makes thematic connections among literary texts, public discourse, and media;	SE 172–173, 247, 286, 320, 378, 396 AR 27–32 MLCS: Support and Practice 8–18
E5a.2 evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;	SE 143, 178, 219, 376–380 AR 3–5 MLCS: A How-to Handbook 31
E5a.3 analyzes the characteristics of literary forms and genres;	SE 143, 178, 219, 376–380
E5a.4 examines literary merit;	SE 49–50, 379–380, 441–442
E5a.5 explains the effect of point of view;	SE 134, 147, 183, 224, 296, 377
E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles;	AR 1–5, 27–32
E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, and symbolism;	SE 149, 194, 229–230, 286–287, 376–378, 507
E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;	SE 143
E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances;	SE 143, 178, 219
E5a.10 understands the role of tone in presenting literature (both fictional and	SE 36, 147, 183, 223

non-fictional).	
E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.	SE 143
E5b The student produces work in at least one literary genre that follows the conventions of the genre.	SE 145–168, 181–205, 207, 221–243

Grade 10 - E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials or radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6a: The student identifies strategies common to public documents and public discourse, including:	SE 343–346, 357, 360, 444 AR 39–43, 45–51 MLCS: Support and Practice 49, Transparency 10–14 MLCS: A Teacher’s Guide 35–38
E6a.1 effective use of argument;	SE 337–342 AR 41–43, 45–51 MLCS: Support and Practice 49 MLCS: A Teacher’s Guide 35–38
E6a.2 use of the power of anecdote;	SE 74, 123
E6a.3 anticipation of counter claims;	SE 349–350 AR 42
E6a.4 appeal to audiences both friendly and hostile to the position presented;	SE 335–342, 357, 360–361 AR 41–43, 45–51 MLCS: Support and Practice 49 MLCS: A Teacher’s Guide 35–38
E6a.5 use of emotionally laden words and imagery;	SE 339, 360–361 AR 41–43, 45–51 MLCS: Support and Practice 49 MLCS: A Teacher’s Guide 35–38
E6a.6 citing of appropriate references or authorities.	SE 337, 414–415, 428–429 AR 41–43, 45–51
E6b: The student produces public	SE 357, 444

documents, in which the student:	MLCS: A Teacher’s Guide 39–44 MLCS: Support and Practice 50–52
E6b.1 Exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;	SE 71, 74, 339 MLCS: A Teacher’s Guide 41
E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona.	SE 71–75, 337–339, 357 MLCS: A Teacher’s Guide 41–42 MLCS: Support and Practice 50–52 Transparency 14
E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;	SE 335–336 MLCS: A Teacher’s Guide 40–41 MLCS: Support and Practice 52
E6b.4 uses a range of strategies to appeal to readers.	SE 337–339 DYW 199–202 MLCS: A Teacher’s Guide 41–44 MLCS: Support and Practice 50–52 Transparency 14

Grade 11 - E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7a: The student identifies strategies common to effective functional documents, including:	SE 973–981 DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264
E7a.1 visual appeal, e.g. format, graphics, white space, and headers;	SE 973–975 DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264
E7a.2 logic of the sequence in which the directions are given;	SE 319–320, 930
E7b: The student creates functional documents appropriate to audience and purpose, in which the student:	SE 973–981 DYW 17–30

E7b.1 reports, organizes, and conveys information and ideas accurately;	SE 973–981
E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;	SE 977, 978, 981
E7b.3 anticipates readers’ problems, mistakes, and misunderstandings;	SE 977
E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;	DYW 61–86, 87–100, 101–144, 145–165, 203–206, 219–222, 223–226
E7b.5 establishes a persona that is consistent with the document’s purpose;	SE 35–38, 977
E7b.6 employs word choices that are consistent with the persona and appropriate for the intended audience.	SE 35–38, 977

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, Fifth Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 11 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

<p>E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade eleven (1050L-1300L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>	<p>SE 16–19, 58–60, 98–100, 138–142, 160–161, 176–182, 194–196, 200, 206–208, 220–223, 237, 242–245, 256–259, 271–272, 278–280, 294–297, 312, 313, 320, 360–365, 369–370, 375–376, 395–396, 399, 404–406</p> <p>AR 3–5, 9–11, 17–19, 23–25, 29–31, 35–37, 41–42, 47–49, 53–55</p>
<p>E1b. The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:</p>	<p>SE 360, 413, 418</p>
<p>E1b.1 makes and supports warranted and responsible assertions about the texts;</p>	<p>SE 101, 162, 196, 360–365, 368–372 AR 6, 39</p>
<p>E1b.2 supports assertions with elaborated and convincing evidence;</p>	<p>SE 101, 196, 381–382 AR 26, 56</p>
<p>E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;</p>	<p>SE 210–225, 373–374, 206–208 AR 56</p>
<p>E1b.4 makes perceptive and well developed connections;</p>	<p>SE 61, 101, 162, 381–382</p>
<p>E1b.5 evaluates writing strategies and elements of the author’s craft.</p>	<p>SE 61, 100, 162, 208, 245, 281, 313, 320, 365, 406 AR 43, 50</p>
<p>E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces</p>	<p>SE 16–19, 98–101, 242–245, 278–281, 404–406 AR 9–11, 17–19, 23–25, 29–31, 35–37,</p>

written or oral work that:	41–42, 47–49, 53–55
E1c.1 interprets and analyzes information;	SE 19, 101, 245, 282, 406 AR 12–14, 26, 43–44, 56
E1c.2 relates new information to prior knowledge or experience;	SE 101, 245, 281, 406
E1c.3 extends ideas;	SE 10, 101, 245, 281, 406 AR 38, 43–44
E1c.4 makes connections to related topics or information.	SE 19, 101, 245, 281, 406 AR 38, 43–44

Grade 11 - E2 Writing

Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 402–458
E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 409–424, 480–486
E2a.2 develops a controlling idea that conveys a perspective on the subject;	SE 425
E2a.3 creates an organizing structure appropriate to purpose, audience, and context;	SE 426–457
E2a.4 includes appropriate facts and details;	SE 416, 417, 420–422
E2a.5 excludes extraneous and inappropriate information;	SE 420–422
E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;	SE 87–88, 153–155, 420–422
E2a.7 provides a sense of closure to the writing.	SE 119–120, 428
E2b: The student produces a response to literature that:	SE 358–401

E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;	SE 371–372, 480–486
E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;	SE 371–374
E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;	SE 371–394
E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;	SE 371–394
E2b.5 anticipates and answers a reader’s questions;	SE 378–383
E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;	SE 372–372
E2b.7 provides a sense of closure to the writing.	SE 119–120, 390
E2c: The student produces a narrative (fictional or autobiographical) account that:	SE 124–157, 158–203
E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 130–137, 164–165, 170–172, 80–486
E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);	SE 130–137, 166–176
E2c.3 creates an organizing structure;	SE 138–147, 183–189
E2c.4 includes sensory details and concrete language to develop plot and character;	SE 134–137, 168–169, 174–182, 190, 199, 203,
E2c.5 excludes extraneous details and inconsistencies;	SE 133–137, 149, 176
E2c.6 develops complex characters;	SE 168–169, 174, 189
E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g.; movement, gestures, expressions;	SE 166–189
E2c.8 provides a sense of closure to the writing.	SE 146, 147, 167, 173, 182, 186
E2d: The student produces a narrative that:	SE 271–273

E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 480–486
E2d.2 provides a guide to action for a complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures, e.g. headings; and provides smooth transitions between steps;	SE 32, 33–37, 79–81, 271–273
E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;	DYW 61–86, 87–100, 101–144
E2d.4 includes relevant information;	SE 46–47, 271–273
E2d.5 excludes extraneous information;	SE 46–47, 271–273
E2d.6 anticipates problems, mistakes, and misunderstandings that might arise for the reader;	SE 33–34, 271–273
E2d.7 provides a sense of closure to the writing.	SE 119, 271–273
E2e: The student produces a persuasive essay that:	SE 276–317
E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 283–286, 480–486
E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;	SE 284
E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;	SE 117, 298–301, 306
E2e.4 includes appropriate information and arguments;	SE 288–291, 302–305
E2e.5 excludes information and arguments that are irrelevant;	SE 288–291, 302–305
E2e.6 anticipates and addresses reader concerns and counter-arguments;	SE 290–291
E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;	SE 288–292, 420, 437–446
E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from	SE 153, 288–290, 416–417

evidence, and anecdotes;	
E2e.9 provides a sense of closure to the writing.	SE 119, 297, 300, 301, 306
E2f: The student produces a reflective essay that:	SE 124–157
E2f.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 130–137, 480–486
E2f.2 analyzes a condition or situation of significance;	SE 130, 132, 136
E2f.3 develops a commonplace, concrete occasion as the basis for the reflection, e.g. personal observation or experience;	SE 130
E2f.4 creates an organizing structure appropriate to purpose and audience;	SE 138
E2f.5 uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario;	SE 133–137, 175, 189, 190
E2f.6 provides a sense of closure to the writing.	SE 119, 146, 147

Grade 11 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

E3a: The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:	MLCS: A How-to Handbook 1–12, 13–27
E3a.1 initiates new topics in addition to responding to adult-initiated topics;	MLCS: A How-to Handbook 1
E3a.2 asks relevant questions;	MLCS: A How-to Handbook 16, 26–28, 37–38
E3a.3 responds to questions with appropriate elaboration;	MLCS: A How-to Handbook 20, 26–28

E3a.4 uses language cues to indicate different levels of certainty or hypothesizing, e.g., “what if...,” “very likely...,” “I’m unsure whether...”;	MLCS: A How-to Handbook 3
E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.	MLCS: A How-to Handbook 15–16, 20
E3b: The student participates in group meetings, in which the student;	SE 985–985 MLCS: A How-to Handbook 23–24 MLCS: A Teacher’s Guide 15
E3b.1 displays appropriate turn-taking behaviors;	SE 984 MLCS: A How-to Handbook 26
E3b.2 actively solicits another person’s comment or opinion;	MLCS: A How-to Handbook 27–28
E3b.3 offers own opinion forcefully without dominating;	MLCS: A How-to Handbook 28
E3b.4 responds appropriately to comments and questions;	MLCS: A How-to Handbook 26–28
E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;	MLCS: A How-to Handbook 26–28
E3b.6 gives reasons in support of opinions expressed;	MLCS: A How-to Handbook 79
E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;	SE 978–979 MLCS: A How-to Handbook 26–27
E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g. recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);	MLCS: A How-to Handbook 28 (Side Note)
E3b.9 divides labor so as to achieve the overall group goal efficiently.	MLCS: A How-to Handbook 28
E3c: The student prepares and delivers an individual presentation, in which the student:	SE 962–967, 976 MLCS: A How-to Handbook 65–73 MLCS: Support and Practice 26–28, 56–61 MLCS: A Teacher’s Guide 11–13, 26–30 MLCS: Videocassette 2, Segment F
E3c.1 shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of	MLCS: A How-to Handbook 65–67 MLCS: Support and Practice 28, 59 MLCS: A Teacher’s Guide 12, 26

audience members;	MLCS: Videocassette 2, Segment F
E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;	MLCS: A How-to Handbook 66–68 MLCS: Support and Practice 28 MLCS: A Teacher’s Guide 11 MLCS: Videocassette 2, Segment F
E3c.3 uses notes or other memory aids to structure the presentation;	MLCS: A How-to Handbook 68 MLCS: Support and Practice Transparency 8 MLCS: A Teacher’s Guide 27 MLCS: Videocassette 2, Segment F
E3c.4 develops several main points relating to a single thesis;	MLCS: A How-to Handbook 67 MLCS: Support and Practice 56–57 MLCS: A Teacher’s Guide 27 MLCS: Videocassette 2, Segment F
E3c.5 engages the audience with appropriate verbal cues and eye contact;	MLCS: A How-to Handbook 68–70 MLCS: Support and Practice 58 MLCS: A Teacher’s Guide 28–29
E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.	SE 966–967 MLCS: A How-to Handbook 65 MLCS: Support and Practice 27 MLCS: A Teacher’s Guide 11, 13 MLCS: Videocassette 2, Segment F
E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:	MLCS: A How-to Handbook 127–135, 145–148, 157–171, 173–181 MLCS: Videocassette 1, Segment C; Videocassette 1, Segment D; Videocassette 2, Segment G
E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;	SE 978, 987 MLCS: A How-to Handbook 176–177, 210 MLCS: Videocassette 1, Segment C; Videocassette 2, Segment G
E3d.2 evaluates the role of the media in focusing attention and in forming opinion;	MLCS: A How-to Handbook 185–191, 210–211 MLCS: Support and Practice 13–22, 24 MLCS: Videocassette 1, Segment C; Videocassette 2, Segment G
E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;	MLCS: Support and Practice 30–35, 71–75 MLCS: A Teacher’s Guide 37 MLCS: Videocassette 1, Segment C; Videocassette 2, Segment G
E3d.4 defines the role of advertising as part of media presentation.	MLCS: A How-to Handbook 183–196 MLCS: Support and Practice 85–86

	MLCS: A Teacher’s Guide 45
E3e: The student listens to and analyzes a public speaking performance; that is, the student:	SE 968–970 MLCS: Support and Practice 63 MLCS: Videocassette 2, Segment F
E3e.1 takes notes on salient information;	MLCS: A How-to Handbook 16 MLCS: Support and Practice 63 MLCS: Videocassette 2, Segment F
E3e.2 identifies types of arguments (e.g. causation, authority, analogy, patriotism, emotion, ethics) and identifies types of logical fallacies (e.g. ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);	SE 302–304, 969–970
E3e.3 accurately summarizes and evaluates the essence of each speaker’s response;	MLCS: A How-to Handbook 74 MLCS: Support and Practice 29, 62, 63 MLCS: Videocassette 2, Segment F
E3e.4 formulates and supports a judgment about the issues under discussion.	MLCS: A How-to Handbook 74 MLCS: Support and Practice 63

Grade 11 - E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:	SE 480–541, 552–930
E4a.1 grammar;	SE 552–580, 581–602, 603–625, 626–646, 647–671, 672–698, 699–712, 713–761, 762–779, 780–789, 790–817
E4a.2 paragraph structure;	SE 49, 57–05
E4a.3 punctuation;	SE 840–901
E4a.4 sentence construction;	SE 503–550
E4a.5 spelling;	SE 902–929

E4a.6 usage;	SE 790–817
E4a.7 syntax.	SE 542–544, 545
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:	SE 6, 45–49, 148–149, 188–190, 302–309, 348–349, 447–449
E4b.1 adding or deleting details;	SE 46–47, 135–137
E4b.2 adding or deleting explanations;	SE 46–47
E4b.3 clarifying difficult passages;	SE 46–47, 499
E4b.4 rearranging words, sentences, and paragraphs to improve or clarify meaning;	SE 46–47, 546–547
E4b.5 sharpening the focus;	SE 46–47, 410, 546–547
E4b.6 reconsidering the organizational structure;	SE 39, 46–47, 75–81
E4b.7 rethinking and/or rewriting the piece in light of different audience and purposes.	SE 7, 20, 33–37, 481

Grade 11 - E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.

E5a: The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student:	SE 58–60, 98–101, 138–142, 153–154, 162–163, 176–182, 193–196, 200, 206–207, 237, 244–246, 278–280, 320–321, 360–365, 369–370, 375–376
E5a.1 makes thematic connections among literary texts, public discourse, and media;	SE 55, 202, 398–401
E5a.2 evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements;	SE 60, 101, 143, 154, 162, 182, 201, 208, 364
E5a.3 analyzes the characteristics of literary forms and genres;	SE 101, 143, 162, 196, 208
E5a.4 examines literary merit;	SE 162, 201, 245, 321
E5a.5 explains the effect of point of view;	SE 101, 245, 281, 321, 375
E5a.6 makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters,	SE 101, 143, 162, 196, 281

settings, themes, and styles;	
E5a.7 interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism;	SE 154, 201, 208, 376
E5a.8 evaluates the stance of a writer in shaping the presentation of a subject;	SE 101, 208, 245, 281, 365
E5a.9 interprets ambiguities, subtleties, contradictions, ironies, and nuances and analogies.	SE 201, 237–238
E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional).	SE 35–37, 162, 172, 281
E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them.	SE 277, 281
E5b The student produces work in at least one literary genre that follows the conventions of the genre.	SE 193–197, 198–201

Grade 11 - E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials or radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6a: The student identifies strategies common to public documents and public discourse, including:	SE 278–282, 294–297, 312–313, 315–317 AR 21–26, 39–44
E6a.1 effective use of argument;	SE 294–298, 381–382 AR 21–26, 39–44
E6a.2 use of the power of anecdote;	SE 69, 153
E6a.3 anticipation of counter claims;	SE 294–297, 298 AR 21–26, 39–44
E6a.4 appeal to audiences both friendly and hostile to the position presented;	SE 294–297 AR 21–26, 39–44
E6a.5 use of emotionally laden words and imagery;	SE 281, 298 AR 21–26, 39–44
E6a.6 citing of appropriate references or	SE 288–289, 385

authorities.	AR 21–26, 39–44
E6b: The student creates public documents, in which the student:	SE 277–317 MLCS: A Teacher’s Guide 31–34 MLCS: Support and Practice 66, 68, Transparency 9
E6b.1 Exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote;	SE 69, 153, 290, 1020 MLCS: A Teacher’s Guide 31–34 MLCS: Support and Practice 66, 68, Transparency 9
E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and arguments dependent upon the writer’s persona.	SE 286, 288–298, 302–306 MLCS: A Teacher’s Guide 31–34 MLCS: Support and Practice 66, 68, Transparency 9
E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;	SE 70, 289–290, 302–306 MLCS: A Teacher’s Guide 31–34 MLCS: Support and Practice 66, 68, Transparency 9
E6b.4 uses a range of strategies to appeal to readers.	SE 289–290, 302–306 MLCS: A Teacher’s Guide 31–34 MLCS: Support and Practice 66, 68, Transparency 9

Grade 11 - E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issue of layout, presentation, and particularly to audience and the way different audiences will interact with the documents.

E7a: The student identifies strategies common to effective functional documents, including:	SE 1026–1037 DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264
E7a.1 visual appeal, e.g. format, graphics, white space, and headers;	SE 1027, 1029 DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264
E7a.2 logic of the sequence in which the directions are given;	SE 271–272
E7a.3 point out possible reader misunderstandings and misconceptions;	SE 33–37
E7a.4 purposeful composition and the precision of the content and language;	SE 481–502, 503–525, 1028–1037

E7a.5 validity of desired outcomes and implications.	SE 1028–1037
E7b: The student creates functional documents appropriate to audience and purpose, in which the student:	SE 1026–1037 DYW 17–30
E7b.1 reports, organizes, and conveys information and ideas accurately;	SE 1026–1037
E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;	SE 67–70
E7b.3 anticipates readers’ problems, mistakes, and misunderstandings;	SE 33–37
E7b.4 uses a variety of formatting techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color;	DYW 61–86, 87–100, 101–144, 145–165, 203–206, 219–222, 223–226
E7b.5 employs word choices that are consistent with the persona and appropriate for the intended audience.	SE 33–37, 481–502, 503–525
E7b.6 employs word choices that are consistent with the persona and appropriate for the intended audience.	SE 33–37, 481–502, 503–525

EXPLANATION OF CORRELATION

The following chart is a correlation of *ELEMENTS OF WRITING* and the *ELEMENTS OF LANGUAGE* ancillaries *Alternative Readings*, *Designing Your Writing*, and *Media Literacy and Communication Skills*, Sixth Course, to the DoDEA English Language Arts Content Standards. The format for this correlation follows the same basic format established by the Standards, modified to accommodate the addition of page references. The correlation provides a cross-reference between the skills in the Content Standards and representative page numbers where those skills are taught or assessed.

The references contained in this correlation reflect Holt, Rinehart and Winston's interpretation of the DoDEA English Language Arts Standards.

KEY TO REFERENCES

<u>Prefix</u>	<u>Explanation</u>
SE	Student's Edition of <i>ELEMENTS OF WRITING</i>
AR	<i>Alternative Readings</i>
DYW	<i>Designing Your Writing</i>
MLCS	<i>Media Literacy and Communication Skills</i>

Grade 12 - E1 Reading

Reading is a process that includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text.

“Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level for grade twelve (1100L-1349L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line materials. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

SE 16–18, 58–61, 96–98, 126–129, 162–168, 212–216, 254–257, 292–297, 346–348, 390–393, 436–439
AR 3–5, 9–13, 25–27, 31–33, 37–41, 45–46, 51–53, 57–59

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

SE 16–18, 58–61, 96–98, 126–129, 162–168, 212–216, 254–257, 292–297, 346–348, 390–393, 436–439
AR 3–5, 9–13, 25–27, 31–33, 37–41, 45–46, 51–53, 57–59
AR 7–8, 14, 55–56, 60

E1b.1 makes and supports warranted and responsible assertions about the texts;

E1b.2 supports assertions with elaborated and convincing evidence;

AR 29–30, 34

E1b.3 draws the texts together to compare and contrast themes, characters, and ideas;

SE 407

E1b.4 makes perceptive and well developed connections;

SE 54–55

E1b.5 evaluates writing strategies and elements of the author’s craft.

AR 1

SE 402–405

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

AR 17–19, 25–27, 31–33, 37–41, 45–46, 51–53, 57–59

E1c.1 interprets and analyzes information;	AR 15–16, 20–22, 23–24, 28, 43–44, 47–48, 49–50, 54
E1c.2 relates new information to prior knowledge or experience;	AR 1
E1c.3 extends ideas;	AR 55–56, 60, 158, 288
E1c.4 makes a connection to related topics or information.	SE 55, 251, 288, 340

Grade 12 - E2 Writing

Writing is a process through which a written shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.

E2a: The student produces a report that:	SE 435–482
E2a.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 462
E2a.2 develops a controlling idea that conveys a perspective on the subject;	SE 459–460
E2a.3 creates an organizing structure appropriate to purpose, audience, and context;	SE 460–461
E2a.4 includes appropriate facts and details;	SE 482
E2a.5 excludes extraneous and inappropriate information;	SE 482
E2a.6 uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, narrating a relevant anecdote, comparing and contrasting, naming, explaining benefits or limitations, demonstrating claims or assertions, and providing a scenario to illustrate;	SE 462
E2a.7 provides a sense of closure to the writing.	SE 462
E2b The student produces a response to literature that:	SE 388–424
E2b.1 engages the reader through establishing a context, creating a persona, and otherwise developing reader interest;	SE 409

E2b.2 advances a judgment that is interpretive, analytic, evaluative, or reflective;	SE 410–411
E2b.3 supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge;	SE 411–412
E2b.4 demonstrates understanding of the literary work though suggesting an interpretation;	SE 410–411
E2b.5 anticipates and answers a reader’s questions;	SE 409
E2b.6 recognizes possible ambiguities, nuances, complexities, and analogies;	SE 403–405
E2b.7 provides a sense of closure to the writing.	SE 422
E2c: The student produces a narrative (fictional or autobiographical) account that:	SE 160–209
E2c.1 engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest;	SE 177–178
E2c.2 establishes a situation, plot, point of view, setting, and conflict (and for autobiography, the significance of events and of conclusions that can be drawn from the events);	SE 171–176
E2c.3 creates an organizing structure;	SE 194
E2c.4 includes sensory details and concrete language to develop plot and character;	SE 179–182
E2c.5 excludes extraneous details and inconsistencies;	SE 198
E2c.6 develops complex characters;	SE 198
E2c.7 uses a range of appropriate strategies, such as dialogue, tension or suspense, naming, pacing, and specific narrative action, e.g., movement, gestures, expressions;	SE 181–182
E2c.8 provides a sense of closure to the writing.	SE 198
E2d: The student produces a narrative that:	SE 252–289
E2d.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;	SE 258–259
E2d.2 provides a guide to action for a	SE 75–77

<p>complicated procedure in order to anticipate a reader’s needs; creates expectations through predictable structures; e.g., headings; and provides smooth transitions, between steps;</p> <p>E2d.3 makes use of appropriate writing strategies, such as creating a visual hierarchy and using white space and graphics as appropriate;</p> <p>E2d.4 includes relevant information;</p> <p>E2d.5 anticipates problems, mistakes, and misunderstandings that might arise for the reader;</p> <p>E2d.7 provides a sense of closure to the writing</p>	<p>DYW 43, 44, 61, 87, 88, 139, 195, 200</p>
<p>E2e: The student produces a persuasive essay that:</p> <p>E2e.1 engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;</p> <p>E2e.2 develops a controlling idea that makes a clear and knowledgeable judgment;</p> <p>E2e.3 creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively;</p> <p>E2e.4 includes appropriate information and arguments;</p> <p>E2e.5 excludes information and arguments that are irrelevant;</p> <p>E2e.6 anticipates and addresses reader concerns and counter-arguments;</p> <p>E2e.7 supports arguments with detailed evidence, citing sources of information as appropriate;</p> <p>E2e.8 uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustrations, examples from evidence, and anecdotes;</p> <p>E2e.9 provides a sense of closure to the writing.</p>	<p>SE 263–264</p> <p>SE 281</p> <p>SE 290–343</p> <p>SE 301</p> <p>SE 299</p> <p>SE 309</p> <p>SE 301–308</p> <p>SE 301–308</p> <p>SE 307–308</p> <p>SE 301–306</p> <p>SE 301–306</p> <p>SE 329</p>
<p>E2f: The student produces a reflective</p>	<p>SE 124–159</p>

essay that:

- E2f.1** engages the reader by establishing a context, creating a persona, and otherwise developing reader interest; **SE 132, 139**
- E2f.2** analyzes a condition or situation of significance; **SE 130–131**
- E2f.3** develops a commonplace, concrete occasion as the basis for the reflection; e.g., personal observation or experience; **SE 130–131, 134–136**
- E2f.4** creates an organizing structure appropriate to purpose and audience; **SE 136–138, 149**
- E2f.5** uses a variety of writing strategies, such as concrete details, comparing and contrasting, naming, describing, creating a scenario; **SE 139**
- E2f.6** provides a sense of closure to the writing. **SE 139, 149**

Grade 12 - E3 Speaking, Listening and Viewing

Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.

- E3a:** The student participates in one-to-one conferences with a teacher, paraprofessional, or adult volunteer, in which the student:
- E3a.1** initiates new topics in addition to responding to adult-initiated topics; **MLCS: A How-to Handbook 51–64**
MLCS: Support and Practice 25–27,
Transparency 6
MLCS: A Teacher’s Guide 20–22
MLCS: A How-to Handbook 57–59
MLCS: Support and Practice
Transparency 6
MLCS: A Teacher’s Guide 20–21
- E3a.2** asks relevant questions; **MLCS: A How-to Handbook 57–59**
MLCS: Support and Practice
Transparency 6
MLCS: A Teacher’s Guide 20–21
SE 1041
- E3a.3** responds to questions with appropriate elaboration; **MLCS: A Teacher’s Guide 21–22**
- E3a.4** uses language cues to indicate different levels of certainty or hypothesizing; eg., “what if...”, “very **SE 523–524**

likely...”, “I’m unsure whether...”;
E3a.5 confirms understanding by paraphrasing the adult’s directions or suggestions.

SE 452

E3b: The student participates in group meetings, in which the student:

SE 1042–1045

E3b.1 displays appropriate turn-taking behaviors;

MLCS: A How-to Handbook 23–28

E3b.2 actively solicits another person’s comment or opinion;

MLCS: Support and Practice 85–89

E3b.3 offers own opinion forcefully without dominating;

MLCS: A Teacher’s Guide 54–55

E3b.4 responds appropriately to comments and questions;

MLCS: A How-to Handbook 26

MLCS: Support and Practice 88

MLCS: A How-to Handbook 28

MLCS: Support and Practice 88

MLCS: A How-to Handbook 26

MLCS: Support and Practice 88

MLCS: A How-to Handbook 27–28

MLCS: Support and Practice 88

MLCS: A Teacher’s Guide 55

MLCS: A How-to Handbook 26–27

MLCS: Support and Practice 88

E3b.5 volunteers contributions and responds when directly solicited by teacher or discussion leader;

E3b.6 gives reasons in support of opinions expressed;

MLCS: A How-to Handbook 27–28

MLCS: Support and Practice 88

E3b.7 clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions;

MLCS: A How-to Handbook 27–28

MLCS: Support and Practice 88

E3b.8 employs a group decision-technique such as brainstorming or problem-solving sequence (e.g., recognize problem, define problem, identify possible solutions, select optimal solution, implement solution, evaluate solution);

MLCS: A How-to Handbook 25–26

E3b.9 divides labor so as to achieve the overall group goal efficiently.

MLCS: A How-to Handbook 28

MLCS: Support and Practice 85–87

MLCS: A Teacher’s Guide 54–55

E3c: The student prepares and delivers an individual presentation, in which the student:

MLCS: A How-to Handbook 65–76

MLCS: Support and Practice 10–14, 38–40, 68–71, Transparency 1,

Transparency 2, Transparency 7,

Transparency 13

MLCS: A Teacher’s Guide 8–12, 24–27,

45–47

MLCS: Videocassette 1, Segment D

MLCS: Videocassette 2, Segment G

MLCS: A How-to Handbook 65–66

MLCS: Support and Practice 10–11, 38–

E3c.1 shapes information to achieve a particular purpose and to appeal to the

interests and background knowledge of audience members;

E3c.2 shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials;

E3c.3 uses notes or other memory aids to structure the presentation;

E3c.4 develops several main points relating to a single thesis;

E3c.5 engages the audience with appropriate verbal cues and eye contact;

E3c.6 projects a sense of individuality and personality in selecting and organizing content and in delivery.

E3d: The student makes informed judgments about television, radio, and film productions; that is, the student:

E3d.1 demonstrates an awareness of the presence of the media in the daily lives of most people;

E3d.2 evaluates the role of the media in focusing attention and in forming opinion;

E3d.3 judges the extent to which the media are a source of entertainment as well as a source of information;

E3d.4 defines the role of advertising as part of media presentation.

E3e: The student listens to and analyzes a public speaking performance; that is, the student:

39, 68–70

MLCS: A Teacher's Guide 8–11, 24–25, 45–46

MLCS: A How-to Handbook 67

MLCS: Support and Practice 10–11, 13–14, Transparency 1, Transparency 2

MLCS: A Teacher's Guide 8–11

MLCS: A How-to Handbook 67–68

MLCS: Support and Practice 38, Transparency 7, Transparency 13

MLCS: A Teacher's Guide 46–47

MLCS: A How-to Handbook 67

MLCS: Support and Practice 38, Transparency 7, Transparency 13

MLCS: A How-to Handbook 68–70

MLCS: Support and Practice 40, 71

MLCS: A Teacher's Guide 26–27, 47

MLCS: A How-to Handbook 68–70

MLCS: Support and Practice 10–11, 13–14, Transparency 1, Transparency 2

MLCS: A Teacher's Guide 8–11

SE 1046–1049

MLCS: Support and Practice 44–52, 64–67, Transparency 8, Transparency 12

MLCS: A Teacher's Guide 29–33, 42–44

MLCS: Videocassette 2, Segment E

SE 1046–1047

SE 1048–1049

MLCS: Support and Practice 64–65, 67

MLCS: A Teacher's Guide 43–44

MLCS: Videocassette 1, Segment C

MLCS: Videocassette 2, Segment H

SE 1048–1049

MLCS: A How-to Handbook 183–196

MLCS: Support and Practice 66, Transparency 12

MLCS: A Teacher's Guide 42–43

MLCS: A How-to Handbook 45–50

MLCS: Support and Practice 41, 43

MLCS: A Teacher's Guide 27–28

MLCS: Videocassette 1, Segment D

MLCS: Videocassette 2, Segment G

E3e.1 takes notes on salient information;	MLCS: A How-to Handbook 16 MLCS: Support and Practice 43 MLCS: Videocassette 1 , Segment D SE 1049 MLCS: Support and Practice 67
E3e.2 identifies types of arguments (e.g., causation, authority, analogy, patriotism, emotion, ethics and identifies types of logical fallacies (e.g., ad hominem, inferring causation from correlation, over-generalization, faulty syllogism, red herring, begging the question);	
E3e.3 accurately summarizes and evaluates the essence of each speaker’s response;	SE 1048–1049 MLCS: Support and Practice 41, 43 MLCS: Videocassette 1 , Segment D SE 1048–1049
E3e.4 formulates and supports a judgment about the issues under discussion.	SE 1048–1049

Grade 12 - E4 Conventions, Grammar, and Usage of the English Language

Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.

E4a: The student independently and habitually demonstrates an understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:	SE 540–563, 564–580, 581–597, 598–628, 629–649, 650–671, 672–697, 698–725, 726–751, 752–763, 764–810, 811–829, 830–839, 840–870, 871–896, 897–925, 926–961, 962–989, 990–1021
E4a.1 grammar;	SE 598–628, 764–810, 811–829
E4a.2 paragraph structure;	SE 56–93
E4a.3 punctuation;	SE 331, 380, 897–925, 926–961
E4a.4 sentence construction;	SE 151, 540–563, 564–580, 581–597, 629–649
E4a.5 spelling;	SE 962–989
E4a.6 usage;	SE 194, 240, 282, 483, 698–725, 726–751, 752–763
E4a.7 syntax.	SE 650–671, 672–697, 830–839
E4b: The student analyzes and subsequently revises work to clarify it or make it more effective in communicating	SE 149, 198, 238, 281, 329, 377, 422, 482

the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:

- E4b.1** adding or deleting details; **SE** 149, 198, 238, 281, 329, 377, 422, 482
- E4b.2** adding or deleting explanations; **SE** 377, 482
- E4b.3** clarifying difficult passages; **SE** 149, 198, 281
- E4b.4** rearranging words, sentences, and paragraphs to improve or clarify meaning; **SE** 149, 198, 238, 281, 329, 422
- E4b.5** sharpening the focus; **SE** 198, 329, 482
- E4b.6** reconsidering the organizational structure; **SE** 149, 198, 238, 281, 329, 422
- E4b.7** rethinking and/or rewriting the piece in light of different audience and purposes. **SE** 329

Grade 12 - E5 Literature

Literature consists of poetry, fiction, non-fiction, and essays as distinguished from instructional, expository or journalistic writing.

- E5a:** The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluative processes; that is, the student: **SE** 167, 188, 256, 346, 388–424
- E5a.1** makes thematic connections among literary texts, public discourse, and media; **SE** 347
- E5a.2** evaluates the impact of authors’ decisions regarding word choice, style, content, and literary elements; **SE** 167, 347, 402, 428
- E5a.3** analyzes the characteristics of literary forms and genres; **SE** 188, 256, 403–405, 426
- E5a.4** evaluates literary merit; **SE** 188, 256, 347
- E5a.5** explains the effect of point of view; **SE** 188
- E5a.6** makes inferences and draws conclusions about fictional and non-fictional contexts, events, characters, settings, themes, and styles; **SE** 188, 432–433
- E5a.7** interprets the effect of literary devices, such as figurative language, allusion, diction, dialogue, description, symbolism; **SE** 188, 256, 428, 431–432
- E5a.8** evaluates the stance of a writer in shaping the presentation of a subject; **SE** 256, 428
- E5a.9** interprets ambiguities, subtleties, **SE** 431–432

contradictions, ironies, and nuances and analogies;

E5a.10 understands the role of tone in presenting literature (both fictional and non-fictional); **SE 177**

E5a.11 demonstrates how literary works (both fictional and non-fictional) reflect the culture that shaped them. **SE 256, 347**

E5b: The student produces work in at least one literary genre that follows the conventions of the genre. **SE 130–153, 169–199, 428–429, 431–432**

Grade 12 - E6 Public Documents

A public document is a document that focuses on civic issues or matters of public policy at the community level or beyond. These documents, ranging from speeches to editorials to radio and television spots to pamphlets, do at least one of the following: take issue with a controversial public policy; suggest an alternative course of action; analyze and defend a contemporary public policy; define a public problem and suggest policy.

E6a: The student identifies strategies common to public documents and public discourse, including: **SE 291–309**
MLCS: Support and Practice 64–67,
Transparency 12

E6a.1 effective use of argument; **MLCS: A Teacher’s Guide 42–44**
SE 301–307
MLCS: Support and Practice 64, 66–67

E6a.2 use of the power of anecdote; **SE 133**
E6a.3 anticipation of counter claims; **SE 307–308**

E6a.4 appeal to audiences both friendly and hostile to the position presented; **SE 301**
MLCS: Support and Practice 70

E6a.5 use of emotionally laden works and imagery; **SE 304**
MLCS: Support and Practice 65, 67

E6a.6 citing of appropriate references or authorities. **SE 303**
MLCS: Support and Practice 65, 67

E6b: The student creates public documents, in which the student: **SE 298–332**
MLCS: Support and Practice 68–71

E6b.1 exhibits an awareness of the importance of precise word choice and the power of imagery and/or anecdote; **MLCS: A Teacher’s Guide 45–48**
MLCS: Videocassette 2, Segment G

E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and **SE 310–312**

E6b.2 utilizes and recognizes the power of logical arguments, arguments based on appealing to a reader’s emotions, and **SE 302–304**
MLCS: Support and Practice 68

arguments dependent upon the writer’s persona;

E6b.3 uses arguments that are appropriate in terms of the knowledge, values, and degree of understanding of the intended audience;

SE 301

MLCS: Support and Practice 68, 70

MLCS: A Teacher’s Guide 45–46

E6b.4 uses a range of strategies to appeal to readers.

SE 329

DYW 199–202

Grade 12 - E7 Functional Documents

A functional document is a document that exists in order to get things done, usually within a relatively limited setting such as a social club, a business, an office, a church, or an agency. These often take the form of memoranda, letters, instructions, and statements of organizational policies. Functional documents require that particular attention be paid to issues of layout, presentation and particularly to an audience and the way different audiences will interact with the documents.

E7a: The student identifies strategies common to effective functional documents, including:

SE 210–251, 1088–1099

AR 55–60

DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264

E7a.1 visual appeal; e.g., format, graphics, white space, and headers;

SE 1088, 1095

DYW 203–206, 211–214, 219–222, 223–226, 235–248, 257–256, 263–264

E7a.2 logic of the sequence in which the directions are given;

SE 1039

E7a.3 point out possible reader misunderstandings and misconceptions;

SE 218

E7a.4 purposeful composition and the precision of the content and language;

SE 1088

E7a.5 validity of desired outcomes and implications.

SE 1088, 1096, 1098

E7b: The student creates functional documents appropriate to audience and purpose, in which the student:

SE 217–241

DYW 17–30

E7b.1 reports, organizes, and conveys information and ideas accurately;

SE 221–225

E7b.2 includes relevant narrative details, such as scenarios, definitions, and examples;

SE 238

E7b.3 anticipates readers’ problems, mistakes, and misunderstandings;

SE 218

E7b.4 uses a variety of formatting

DYW 61–86, 87–100, 101–144, 145–165,

techniques, such as headings, subordinate terms, foregrounding of main ideas, hierarchical structures, graphics, and color; 203–206, 219–222, 223–226
E7b.5 employs word choices that are consistent with the persona and appropriate for the intended audience. **SE** 218, 238