

# Speech for Effective Communication

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Correlated to

**Terra Nova High School Standards**



**HOLT, RINEHART AND WINSTON**

A Harcourt Education Company

## **Explanation of Correlation**

The following document is a correlation of *Speech for Effective Communication* to the Terra Nova High School 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 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 objectives outlined in the Terra Nova curriculum.

### **Key to References**

SE      *Student's Edition*  
ATE     *Annotated Teacher's Edition*

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01 **Oral Comprehension**

**Demonstrate both literal and interpretive understanding of passages that are read aloud.**

*Use writing or other means to respond to literal and interpretive questions about passages that are read aloud*

Effective listening and oral comprehension is emphasized throughout the text. See, for example:

SE: 81, 82-83, 84-87, 88-89, 90-91, 92-95, 96-98, 99, 100, 464

See also the following ATE activities:

Literature Link: 5, 266

Listening Link: 301, 356

02 **Basic Understanding**

**Demonstrate understanding of the literal meaning of a passage through identifying stated information, indicating sequence of events, and defining grade-level vocabulary.**

*Write responses to questions requiring literal information from passages and documents.*

Students demonstrate basic understanding of passages while gathering information and reading speeches:

SE: 248-255, 357, 420, 658-683

For literary passages, see the following ATE activities:

Literature Link: 5, 16, 59, 114, 121, 123, 142, 174, 221, 269, 297, 305, 341, 404, 461, 561, 591, 620, 640

03 **Analyze Text**

**Demonstrate comprehension by drawing conclusions; inferring relationships, such as cause and effect; and identifying theme and story elements, such as plot, climax, character and setting.**

*Write responses that show an understanding of the text that goes beyond surface meaning.*

Students analyze text in the Performing Arts unit and in the Appendix of Speeches:

SE: 558-563, 568-580, 595-596, 598, 658-683

For literary passages, see the following ATE activities:

Literature Link: 5, 16, 59, 114, 121, 123, 142, 174, 221, 269, 297, 305, 341, 404, 461, 561, 591, 620, 640

04 **Evaluate and Extend Meaning**

**Demonstrate critical understanding by making predictions; distinguishing between fact and opinion, and reality and fantasy; transferring ideas to other situations; and judging author purpose, point of view, and effectiveness.**

*Write responses that make connections between texts based on common themes and concepts; evaluate author purpose and effectiveness, and extend meaning to other contexts*

Students evaluate both informational and literary texts:

SE: 248-255, 357, 420, 558-563, 568-580, 595-596, 598, 658-683

For literary passages, see the following ATE activities:

Literature Link: 5, 16, 59, 114, 121, 123, 142, 174, 221, 269, 297, 305, 341, 404, 461, 561, 591, 620, 640

05 **Identify Reading Strategies**

**Demonstrate awareness of techniques that enhance comprehension, such as using existing knowledge, summarizing content, comparing information across texts, using graphics and text structure, and formulating questions that deepen understanding.**

*Write responses that interpret and extend the use of information from documents and forms, and that demonstrate knowledge and use of strategies.*

Students demonstrate reading strategies while gathering information and reading speeches:

SE: 248-255, 357, 420, 658-683

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- 06     **Introduction to Print**  
**Demonstrate knowledge of sound/symbol and structural relationships in letters, words, and signs.**  
*Write responses that show knowledge of letters and words.*
- The Communication Journal feature engages students in a variety of writing activities:  
SE: 35, 44, 69, 98, 115, 148, 177, 190, 200, 217, 274, 291, 306, 323, 359, 373, 395, 407, 426, 482, 505,  
526, 555, 637  
See also the following ATE activities:  
Writing to Learn: 7, 35, 45, 66, 83, 112, 128, 142, 162, 174, 192, 231, 252, 280, 290, 327, 358, 454, 504,  
526, 554, 595, 635, 642
- 07     **Sentence Structure**  
**Demonstrate an understanding of conventions for writing complete and effective sentences, including treatment of subject and verb, punctuation, and capitalization.**  
*Demonstrate an understanding of conciseness and clarity of meaning in combining two sentences.*
- Students demonstrate knowledge of proper sentence structure in the Communication Journal feature:  
SE: 35, 44, 69, 98, 115, 148, 177, 190, 200, 217, 274, 291, 306, 323, 359, 373, 395, 407, 426, 482, 505,  
526, 555, 637  
See also the following ATE activities:  
Writing to Learn: 7, 35, 45, 66, 83, 112, 128, 142, 162, 174, 192, 231, 252, 280, 290, 327, 358, 454, 504,  
526, 554, 595, 635, 642
- 08     **Writing Strategies**  
**Demonstrate knowledge of information sources, outlines and other prewriting techniques.**  
*Demonstrate an understanding of the use of topic sentences, concluding sentences, connective and transitional words and phrases, supporting statements, sequencing ideas, and relevant information in writing expository prose.*
- The Communication Journal feature engages students in a variety of writing activities:  
SE: 35, 44, 69, 98, 115, 148, 177, 190, 200, 217, 274, 291, 306, 323, 359, 373, 395, 407, 426, 482, 505,  
526, 555, 637  
See also the following ATE activities:  
Writing to Learn: 7, 35, 45, 66, 83, 112, 128, 142, 162, 174, 192, 231, 252, 280, 290, 327, 358, 454, 504,  
526, 554, 595, 635, 642
- 09     **Editing Skills**  
**Identify the appropriate use of capitalization, punctuation, nouns, pronouns, verbs, adjectives, and adverbs in existing text.**  
*Demonstrate knowledge of writing conventions and sentence structure through identifying and correcting errors in existing text and in text written by the student.*
- The opportunity for editing can be found in the Communication Journal feature:  
SE: 35, 44, 69, 98, 115, 148, 177, 190, 200, 217, 274, 291, 306, 323, 359, 373, 395, 407, 426, 482, 505,  
526, 555, 637  
See also the following ATE activities:  
Writing to Learn: 7, 35, 45, 66, 83, 112, 128, 142, 162, 174, 192, 231, 252, 280, 290, 327, 358, 454, 504,  
526, 554, 595, 635, 642