

Grade 11

Prentice Hall

Literature, The Penguin Edition,
Grade 11, Alabama Edition © 2008



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

Alabama Course of Study Standards for Language Arts
Grade 11

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Correlated to:
Alabama Course of Study Standards for Language Arts
(Grade 11)

| Alabama Course of Study Standards for Language Arts | PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s)) |
|---|--|
| Eleventh Grade | |
| Eleventh graders are beginning to make important life decisions. While these students are growing in confidence, they require guidance in preparing for the challenges that future life choices will bring. | |
| As in earlier grades, consideration of individual learning styles is important, and diverse learning experiences assist students in raising their level of written and spoken communication. As students read primarily twentieth and twenty-first century American literature, they write responses to literary selections and participate in group discussions at ever-increasing levels of sophistication. | |
| Furthermore, students continue to develop confidence in their language skills as they make speeches, practice interview skills, edit the work of peers, and conduct research. They become more proficient readers as they focus on American literature and gain a deeper understanding of America's diversity, heritage, and place in the modern world. | |
| Minimum Required Content | |
| Students will: | |
| Reading | |
| 1. Analyze authors' use of literary elements including characterization, theme, tone, setting, mood, plot, and literary point of view, in American short stories, drama, poetry, or essays and other nonfiction literature, predominantly from 1900 to the present. | SE/TE: Tone, 505, 511, 513, 607, 608, 610, 612, 615, 773, 779, 804–805, 1029, 1045, 1145, 1150, 1159; Characters/Characterization, 669, 672, 673, 675, 679, 741, 744, 745, 748, 749, 750, 751, 753, 757, 759, 761, 804–805, 981, 984, 986, 988–990, 993, 1011, 1015, 1019, 1021, 1023, 1025; Mood, 607, 612, 615, 804–805; Theme, 765, 768, 769, 804–805, 1215, 1223, 1342, 1343, 1344, 1345, 1349, 1350, 1351, 1353, 1354, 1355, 1357, 1359; Point of view, 517, 520, 527, 669, 804–805, 808, 810, 815, 823, 825, 826, 829. <i>See also</i> Voice; Plot, 641, 783, 785, 786, 787, 789, 804–805, 1115, 1117, 1118, 1122, 1123, 1125, 1127; Setting, 804–805, 1183, 1185, 1186, 1188, 1193 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |

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| <ul style="list-style-type: none"> Identifying major historical developments of language and literature in America from 1900 to the present Examples: relationships to place and time, changes in American lexicon as a result of the industrial revolution; chronology, genre, style | <p>SE/TE: <i>Writing About Literature</i> (includes Prewriting, Model, Drafting, Revising and Editing, and Publishing and Presenting): Compare and Contrast Literary Themes, 682–683, Evaluate Literary Trends, 950–951, Analyzing Literary Themes, 1366–1367; also see: Unit Introductions (Time Line), 472–473, 702–703, 968–969; <i>Unit Introductions: The Age of Realism</i>, 472–481, <i>The Modern Age</i>, 702–711, <i>The Contemporary Period</i>, 968–977; <i>The American Experience: N. Scott Momaday and the Indian Oral Tradition</i>, 479, A.R. Ammons, Emersonian Postmodernist, 976; <i>The American Experience: Anne Spencer, Poet of the Harlem Renaissance</i>, 711; <i>The Development of American English: Mark Twain and the American Language</i>, 482, <i>Slang as It is Slung</i>, 712, <i>Brave New Words</i>, 978; <i>From The Author's Desk</i> (Time Period), 700–701, 966–967, 1252, 1257, 1371;</p> |
| | <p>TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies</p> |
| | <p>TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site</p> |
| <ul style="list-style-type: none"> Evaluating author technique | <p>SE/TE: <i>Writing Workshops:</i> Compare and Contrast Literary Themes, 682–683, Evaluate Literary Trends, 950–951, Analyzing Literary Themes, 1366–1367; Interpreting the story's theme, 804–805; <i>Timed Writing:</i> Critical review, 1101, 1365, Literary analysis, 1225, Character analysis, 723, 763, 1113, Critical response, 909, 1057, Poetry comparison, 935, Book review, 1213, Defense of a character's actions, 1361; also see: Literary Analysis (Apply the Skills), 493, 501, 513, 527, 537, 563, 587, 603, 615, 636, 647, 655, 665, 679, 721, 737, 761, 769, 779, 789, 800, 829, 843, 857, 877, 893, 907, 921, 933, 941, 993, 1007, 1025, 1045, 1055, 1071, 1085, 1099, 1111, 1127, 1138, 1159, 1178, 1193, 1211, 1223, 1235, 1247, 1288, 1312, 1340, 1359; Comparing Literary Works (Apply the Skills), 493, 501, 537, 563, 587, 615, 655, 665, 737, 779, 800, 829, 843, 877, 893, 907, 933, 941, 1055, 1085, 1138, 1159, 1178, 1211, 1223, 1235, 1247</p> |

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| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| 2. Analyze use of figurative language and literary devices, including hyperbole, simile, metaphor, personification, and other imagery, to enhance specific literary passages. | SE/TE: Figurative language: metaphor, 937, 941, extended metaphor, 937, 941, 1342, 1355, 1359; also see: Literary Analysis (Build Skills), 485, 497, 505, 517, 531, 549, 575, 591, 607, 619, 641, 651, 659, 669, 715, 726, 741, 765, 773, 783, 793, 808, 839, 847, 861, 881, 897, 913, 925, 937, 981, 997, 1011, 1029, 1049, 1061, 1075, 1089, 1103, 1115, 1131, 1145, 1163, 1183, 1197, 1215, 1227, 1239, 1256, 1290, 1314, 1342; Literary Analysis (Apply the Skills), 493, 501, 513, 527, 537, 563, 587, 603, 615, 636, 647, 655, 665, 679, 721, 737, 761, 769, 779, 789, 800, 829, 843, 857, 877, 893, 907, 921, 933, 941, 993, 1007, 1025, 1045, 1055, 1071, 1085, 1099, 1111, 1127, 1138, 1159, 1178, 1193, 1211, 1223, 1235, 1247, 1288, 1312, 1340, 1359 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| • Explaining use of allusions | SE/TE: Allusion, 715, 717, 721, 1290, 1293, 1300, 1304, 1309, 1312 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
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| <ul style="list-style-type: none"> Analyzing use of analogies for meaning | SE/TE: Vocabulary Builder lessons: analogies, 494, 878, 894, 922, 1086, 1100 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| <ul style="list-style-type: none"> Interpreting irony | SE/TE: Irony, 619, 622, 625, 627, 634, 636, 641, 647, 866, 870, 1314, 1317, 1320, 1321, 1322, 1325, 1327, 1330, 1331, 1334, 1335, 1337, 1338, 1340 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
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| <ul style="list-style-type: none"> Analyzing poetry for rhythm and rhyme schemes | SE/TE: Poetry, 726, 728, 730, 731, 737, 1239, 1247; Rhyme, 651, 654, 655; R14 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
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| <p>3. Read with comprehension a variety of informational and functional reading materials, including recognizing organizational patterns, evaluating strengths and weaknesses of argument, and identifying directions implied or embedded in a passage. Examples: informational materials—employee manuals, technical manuals, safety and trouble-shooting information, subject-area texts functional materials—posted weather warnings, lease and credit agreements, memoranda, federal laws, medical instructions and information, nutritional pamphlets</p> | <p>SE/TE: <i>Reading Informational Materials (Reading Skill)</i>: analyzing author’s beliefs, 540, making inferences, 944, comparing and contrasting critical reviews, 1362; also see: Persuasion, 1227, 1231, 1235; <i>Evaluating</i>: a writer’s message, 1163, 1167, 1170, 1174, 1176, 1178; <i>Communications Workshops</i>: Challenge Generalizations, Circular Reasoning, Bandwagon Effect, 696, Recognize Purpose, Analyze Structure, Weigh objectivity and subjectivity, charged images, music or slogans, 962, Identify editorials, opinion forums, persuasive images, reporting priorities, shaping attitudes, 1378; Logical fallacy, 1314, 1317, 1320, 1325, 1330, 1340</p> |
| | <p>TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader’s Notebook; Skills Development Workbook; Transparencies</p> |
| | <p>TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author’s Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site</p> |
| <ul style="list-style-type: none"> Recognizing fallacies in logic | <p>SE/TE: Logical fallacy, 1314, 1317, 1320, 1325, 1330, 1340; also see: <i>Communications Workshops</i>: Challenge Generalizations, Circular Reasoning, Bandwagon Effect, 696, Recognize Purpose, Analyze Structure, Weigh objectivity and subjectivity, charged images, music or slogans, 962, Identify editorials, opinion forums, persuasive images, reporting priorities, shaping attitudes, 1378; <i>Evaluating</i>: a writer’s message, 1163, 1167, 1170, 1174, 1176, 1178; Persuasion, 1227, 1231, 1235;</p> |
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| <ul style="list-style-type: none"> Drawing conclusions to determine author intent | SE/TE: Analyzing an author's beliefs, 540, 542; Analyzing how a writer achieves purpose, 913, 917, 921; <i>Identifying</i> : the author's thesis, 1143, line of reasoning, 1145, 1154, 1159; <i>Evaluating</i> : a writer's message, 1163, 1167, 1170, 1174, 1176, 1178; Drawing Conclusions, 741, 743, 747, 755, 756, 761; Author's Purpose, 913, 917, 921 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| <ul style="list-style-type: none"> Applying advanced knowledge of context clues and structural analysis to determine word meaning | SE/TE: Word roots, 494, 502, 514, 528, 637, 666, 762, 780, 790, 801, 830, 894, 908, 922, 934, 942, 994, 1008, 1100, 1112, 1160, 1179, 1212, 1224, 1236, 1289; Vocabulary Builder lessons, context, 528, 780, 790, 801, 908, 1008, 1289, 1313; Using context clues, 695, 961; Prefixes, 564, 648, 722, 770, 858, 878, 1046, 1072, 1086, 1139, 1194; Suffixes, 1026, 1313 |
| | TE: Assessment Practice: Context Clues, 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 686, 666, 680 |
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| <ul style="list-style-type: none"> Evaluating quality of writing | <p>SE/TE: <i>Writing Workshops:</i> Compare and Contrast Literary Themes, 682–683, Evaluate Literary Trends, 950–951, Analyzing Literary Themes, 1366–1367; Interpreting the story's theme, 804–805; <i>Timed Writing:</i> Critical review, 1101, 1365, Literary analysis, 1225, Character analysis, 723, 763, 1113, Critical response, 909, 1057, Poetry comparison, 935, Book review, 1213, Defense of a character's actions, 1361; also see: Literary Analysis (Apply the Skills), 493, 501, 513, 527, 537, 563, 587, 603, 615, 636, 647, 655, 665, 679, 721, 737, 761, 769, 779, 789, 800, 829, 843, 857, 877, 893, 907, 921, 933, 941, 993, 1007, 1025, 1045, 1055, 1071, 1085, 1099, 1111, 1127, 1138, 1159, 1178, 1193, 1211, 1223, 1235, 1247, 1288, 1312, 1340, 1359; Comparing Literary Works (Apply the Skills), 493, 501, 537, 563, 587, 615, 655, 665, 737, 779, 800, 829, 843, 877, 893, 907, 933, 941, 1055, 1085, 1138, 1159, 1178, 1211, 1223, 1235, 1247</p> |
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| Literature | |
| <p>4. Analyze twentieth and twenty-first century American literary selections for plot structure, cultural significance, and use of propaganda. Examples: narratives, editorials</p> | <p>SE/TE: Plot, 641, 783, 785, 786, 787, 789, 804–805, 1115, 1117, 1118, 1122, 1123, 1125, 1127; Autobiography, social context in, 913, 915, 916, 921; Connecting to historical context, 937, 940, 941; Cultural context, 1011, 1015, 1019, 1025; Historical context, 1290, 1300, 1312; also see: Communications Workshop: Evaluating Communication Methods, 962, Analyzing the Impact of the Media on the Democratic Process, 1378; From The Author's Desk (Time Period), 700–701, 966–967, 1252, 1257, 1371; Unit Introductions (Time Line), 472–473, 702–703, 968–969; Unit Introductions: The Age of Realism, 472–481, The Modern Age, 702–711, The Contemporary Period, 968–977; The American Experience: N. Scott Momaday and the Indian Oral</p> |

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| | (continued) Tradition, 479, A.R. Ammons, Emersonian Postmodernist, 976; <i>The American Experience</i> : Anne Spencer, Poet of the Harlem Renaissance, 711; <i>The Development of American English</i> : Mark Twain and the American Language, 482, Slang as It is Slung, 712, Brave New Words, 978 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| 5. Evaluate twentieth and twenty-first century American authors' use of language, including length and complexity of sentences, diction, and Standard English versus dialect. | SE/TE: Slang as It is Slung, 712, Brave New Words, 978; Style and Diction, 1049, 1050, 1051, 1052, 1055; Diction: R12 |
| | TR: Student Workbooks; General Resources; Standardized Test Preparation Workbook; Diagnostic and Benchmark Tests; Reading Kit; Reader's Notebook; Skills Development Workbook; Transparencies |
| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| 6. Determine word meaning in twentieth and twenty-first century American literature using word structure and context clues. Examples: prefixes, suffixes, root words | SE/TE: Suffixes, 1026, 1313; Word roots, 494, 502, 514, 528, 637, 666, 762, 780, 790, 801, 830, 894, 908, 922, 934, 942, 994, 1008, 1100, 1112, 1160, 1179, 1212, 1224, 1236, 1289; Prefixes, 564, 648, 722, 770, 858, 878, 1046, 1072, 1086, 1139, 1194; Word parts, 538, 604; Vocabulary Builder lessons, context, 528, 780, 790, 801, 908, 1008, 1289, 1313; Using context clues, 695, 961 |
| | TE: Assessment Practice: Context Clues, 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 686, 666, 680 |
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| | TECH: Listening to Literature Audio CD; Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Exam View Test Generator and QuickTake; Companion Web Site |
| 7. Compare the writing styles of two or more American authors or public figures. Examples: Martin Luther King, Jr., Zora Neale Hurston, Ernest Hemingway | SE/TE: <i>Writing About Literature</i> : Compare and Contrast Literary Themes, 682–683, Evaluate Literary Trends, 950–951, Analyzing Literary Themes, 1366–1367; also see: Comparing Literary Works (Apply the Skills), 493, 501, 537, 563, 587, 615, 655, 665, 737, 779, 800, 829, 843, 877, 893, 907, 933, 941, 1055, 1085, 1138, 1159, 1178, 1211, 1223, 1235, 1247 |
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| Writing and Language | |
| 8. Write the text for an oral presentation with attention to word choice, organizational patterns, transitional devices, and tone. | SE/TE: <i>Writing Workshops</i> : Research: Multimedia Presentation, 952–959; <i>Multimedia Presentation</i> : on literacy, 515, on cultural emphasis on youth, 1225, on civil rights protests, 1237, on an African culture, 1249; <i>Multimedia Report</i> : on Mississippi riverboats, 589, on Dominican republic, 1129; also see: <i>Listening and Speaking</i> : oral report, 1289, class debate, 1225, summary of research findings, 529, critique of persuasive arguments, 696, presentation, 763, 935, 1009, evaluation of communication methods, 962, evaluation of a film, 1057, media impact analysis, 1378 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| • Using a variety of sentence patterns | SE/TE: Varying sentence structure, 1179 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
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| <ul style="list-style-type: none"> Developing an effective voice suitable for audience and purpose | SE/TE: Using active voice, 1373; Revising for Knowledge level of readers, 1213; Revising to create consistent Voice and Tone, 461 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 9. Analyze writing for parallelism in literary selections and student writing. | SE/TE: Parallel structure, 538, 770, 1224, 1236; Parallelism, 922; Parallelism, 1227, 1229, 1230, 1231, 1232, 1235, R16 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 10. Edit writings, including student papers, for correct parallel form in clauses in a series and with correlative conjunctions and for correct use of subject-verb agreement with subjects with intervening phrases; subjects with collective nouns; subjects with indefinite pronouns when the verb form depends on the rest of the sentence; and subjects in sentences with correlative conjunctions or in inverted order. | SE/TE: Conjunctions, correlative, 514; Parallel structure, 538, 770, 1224, 1236; Subject complements, 801; Parallelism in coordinate elements, 922; Subject-verb agreement, 1056, 1341; in inverted sentences, 1341; also see: Grammar and Style Lesson (Build Language Skills), 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 656, 666, 680, 722, 738, 762, 770, 780, 790, 801, 830, 844, 858, 878, 894, 908, 922, 934, 942, 994, 1008, 1026, 1046, 1056, 1072, 1086, 1100, 1112, 1128, 1139, 1160, 1179, 1194, 1212, 1224, 1236, 1248, 1289, 1313, 1341, 1360; <i>Writing Workshops:</i> Editing and Proofreading, 693, 959, 1375 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
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| <ul style="list-style-type: none"> Editing writings for mechanics, usage, grammar, and style | SE/TE: <i>Writing Workshops:</i> Editing and Proofreading, 693, 959, 1375; also see: Grammar and Style Lesson (Build Language Skills), 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 656, 666, 680, 722, 738, 762, 770, 780, 790, 801, 830, 844, 858, 878, 894, 908, 922, 934, 942, 994, 1008, 1026, 1046, 1056, 1072, 1086, 1100, 1112, 1128, 1139, 1160, 1179, 1194, 1212, 1224, 1236, 1248, 1289, 1313, 1341, 1360 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <ul style="list-style-type: none"> Demonstrating appropriate use of ellipses, parentheses, hyphens and suspended hyphens, hyphenation of number-and-noun modifiers, slashes, and use of commas with subordinate clauses and nominative absolutes | SE/TE: Parentheses, 780; Elliptical clauses, 1086; Absolute phrases, 1128; also see: Summary of Punctuation and Capitalization, R22–R24 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 11. Differentiate between the use of active and passive voice. | SE/TE: Using active voice, 1373 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Research and Inquiry | |
| 12. Use the research process to manage, document, organize, and present information to support a thesis on a literary topic. | SE/TE: <i>Writing Workshops:</i> Research: Research Paper, 684–693, Research: Multimedia Presentation, 952–959; also see: Drafting: Elaborating for information, 763, Providing internal documentation, 771; Research and Technology, 495, 503, 515, 529, 539, 565, 589, 605, 617, 638, 649, 657, 667, 723, 739, 763, 771, 781, 791, 802, 831, 859, 879, 895, 923, 995, 1009, 1027, 1047, 1073, 1087, 1129, 1161, 1180, 1195, 1249, 1341; Using research to achieve purpose, 687; Revising: to connect contradictory |

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|---|--|
| | (continued) information, 845; Prewriting: Gathering information, 1369; Model: Using historical facts, 1370; Citing sources and preparing manuscript, R28–R30 |
| Examples: documented essay, research paper | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <ul style="list-style-type: none"> Using paraphrasing and documentation of sources to avoid plagiarism | SE/TE: Professional Model: Using research to achieve purpose, 687, Using historical facts, 1370; Developing style: Integrating quotations and source materials, 689; Drafting: Elaborating for information, 763, Providing internal documentation, 771; Revising: to connect contradictory information, 845; Research: Multimedia Presentation, 952–959; Citing sources and preparing manuscript, R28–R30 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Oral and Visual Communication | |
| 13. Compare the use of oral presentation skills of self and others. | SE/TE: <i>Communications Workshops:</i> Feedback Form, 696, Feedback Form, 962, Feedback Form, 1378 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 14. Identify propaganda in nonprint media. | SE/TE: <i>Communications Workshop:</i> Critiquing Persuasive Arguments, 696, Evaluating Communication Methods, 962, Analyzing the Impact of the Media on the Democratic Process, 1378 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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|---|--|
| SIXTH-TWELFTH GRADE | |
| Student Checklist for Composing and Revising | |
| 1. PURPOSE—ALL MODES | |
| <input type="checkbox"/> Has the writer addressed the topic? | SE/TE: <i>Writing Workshops:</i> Rubric for Self-Assessment, 693, 959, 1375; also see: Choosing Topic by: 685, 953; Narrowing Topic, 685, 953 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Is the piece presented appropriately in the chosen mode? | SE/TE: <i>Writing Workshops:</i> Rubric for Self-Assessment, 693, 959, 1375, R33; also see: <i>Writing Workshops:</i> Publishing and Presenting, 693, 959, 1375 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| CONTENT—BY MODE | |
| Descriptive Mode | |
| <input type="checkbox"/> Does the writer clearly describe someone or something? | SE/TE: <i>Writing Lesson:</i> Field report on hospital conditions, 495, Poem to honor a hero, 657, Stream-of-consciousness monologue, 859, Moment of inspiration, 923, Social worker's report, 1073, Journal, fictional, 1195, Ghost story, 1249, Character sketch, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Has the writer used vivid sensory details? | SE/TE: <i>Prewriting:</i> categorizing sensory details, 1249; <i>Drafting:</i> using details to create a vivid character, 859, using details to create a vivid portrayal, 1129; <i>Revising:</i> to include evaluative modifiers, 605, to use specific language, 681, word choice, 688, word choice, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |

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| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Are other relevant details used? | SE/TE: <i>Providing Elaboration:</i> using precise details, 495, elaborating to support an argument, 638, providing elaboration, 686, elaborating for information, 763, using details to create a vivid character, 859, elaborating on an idea, 879, providing elaboration, 954, elaborating to support an argument, 1027, elaborating to add emotional depth, 1087, using details to create a vivid portrayal, 1129, providing elaboration, 1370 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Narrative Mode | |
| <input type="checkbox"/> Does the writing clearly narrate a sequence of events? | SE/TE: <i>Writing Lesson:</i> Field report on hospital conditions, 495, Poem to honor a hero, 657, Stream-of-consciousness monologue, 859, Moment of inspiration, 923, Social worker's report, 1073, Journal, fictional, 1195, Ghost story, 1249, Character sketch, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Does it tell explicitly what happened? | SE/TE: <i>Writing Lesson:</i> Field report on hospital conditions, 495, Poem to honor a hero, 657, Stream-of-consciousness monologue, 859, Moment of inspiration, 923, Social worker's report, 1073, Journal, fictional, 1195, Ghost story, 1249, Character sketch, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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| <input type="checkbox"/> Does it provide a definite time frame? | SE/TE: <i>Drafting</i> : providing necessary background, 802, using quotations to connect themes, 935; also see: <i>Writing Lesson</i> : Field report on hospital conditions, 495, Social worker's report, 1073, Journal, fictional, 1195, Ghost story, 1249 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Expository Mode | |
| <input type="checkbox"/> Does the writing present reasons, explanations, or steps in a process? | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: <i>Timed Writing Applications</i> : Essay, 529, 565, 589, 791, 802, 845, 943, 1140, 1161; <i>Writing Applications</i> : Essay, 503, 515, 649, 682, 771, 950, 1087, 1366, R37; <i>Research and Technology</i> : Reports, 589, 605, 649, 657, 723, 763, 781, 791, 831, 845, 859, 879, 909, 943, 1009, 1073, 1113,, 1129, 1180, 1195, 1213 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Has the writer used logical order? | SE/TE: <i>Drafting</i> : choosing transitions, 667; <i>Revising</i> : for coherence, 617, to smooth transitions, 895, overall structure, 956, to smooth transitions, 956, to show cause and effect, 995, to incorporate transitions for clarity, 1161, overall structure, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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| <input type="checkbox"/> Has the writer used appropriate sequencing of steps or ideas? | SE/TE: <i>Writing About Literature</i> : Evaluate Literary Trends, 950–951; also see: <i>Drafting</i> : choosing transitions, 667; <i>Revising</i> : for coherence, 617, to smooth transitions, 895, overall structure, 956, to smooth transitions, 956, to show cause and effect, 995, to incorporate transitions for clarity, 1161, overall structure, 1372; Planning a clear and logical organization, 515; organizing details (timeline), 1369 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Does the writing include a main idea, supporting details, and a conclusion? | SE/TE: <i>Prewriting</i> : planning a clear and logical organization, 515, gathering details, 565, gathering details, 649, clustering to generate details, 1009, analyzing evidence, 1361, narrowing focus, 1369, organizing details, 1369; <i>Drafting</i> : using precise details, 495, elaborating to support an argument, 638, providing necessary background, 802, elaborating on an idea, 879, using quotations to connect themes, 935, providing elaboration, 954, elaborating to support an argument, 1027 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Persuasive Mode | |
| <input type="checkbox"/> Does the writer present reasons and examples that influence action or thought? | SE/TE: <i>Writing Lessons</i> : Editorial, 681, Critical review, 605, 1101, 1365, Position paper on development, 617, Editor's review of a manuscript, 739, Critical review, 879, Critical response, 909, 1057, Advice column, 1027, Critical response, 1047, Book review, 1213, Defense of a character's actions, 1361 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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|--|--|
| <input type="checkbox"/> Is an opinion clearly stated with supporting details? | SE/TE: <i>Writing Lessons:</i> Editorial, 681, Critical review, 605, 1101, 1365, Position paper on development, 617, Editor's review of a manuscript, 739, Critical review, 879, Critical response, 909, 1057, Advice column, 1027, Critical response, 1047, Book review, 1213, Defense of a character's actions, 1361 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 3. AUDIENCE—ALL MODES | |
| <input type="checkbox"/> Does the writer's word choice reflect a sense of the intended audience? | SE/TE: <i>Writing Workshops:</i> Revising word choice, 688, 1372; also see: <i>Writing Lessons:</i> Editorial, 681, Critical review, 605, 1101, 1365, Position paper on development, 617, Editor's review of a manuscript, 739, Critical review, 879, Critical response, 909, 1057, Advice column, 1027, Critical response, 1047, Book review, 1213, Defense of a character's actions, 1361 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Does the writer's tone address the audience appropriately? | SE/TE: <i>Revising:</i> to add persuasive language, 539, to include evaluative modifiers, 605, to use specific language, 681, word choice, 688, to add emotional appeal, 831, elaborating for a stronger statement, 1140, to include precise language, 1180, to achieve a personal tone, 1195 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| 4. ORGANIZATION AND CLARITY—ALL MODES | |
| Does the writer... | |
| <input type="checkbox"/> Display a definite plan with a variety of strategies? | SE/TE: <i>Writing Workshops:</i> Prewriting (including choosing your topic, gathering details, narrowing your topic), 503, 515, 565, 589, 649, 685, 781, 923, 943, 953, 1009, 1057, 1073, 1249, 1361, 1369 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |

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| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Use one controlling idea without wandering from it (avoiding extraneous sentences)? | SE/TE: Choosing your topic, 685, 953; also see: <i>Drafting</i> : Creating a main impression, 657, Elaborating to support an argument, 638, 1027; Shaping writing: 686, 954, 1370; <i>Providing elaboration</i> : Elaborating on an idea, 879 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Show a strong sense of logical progression and overall completeness using good transition? | SE/TE: <i>Writing Workshops</i> : Rubric for Self-Assessment, 693, 959, 1375, R33; also see: Choosing transitions, 667, Revising to smooth transitions, 895, 956, Revising to incorporate transitions for clarity, 1161; Revising overall structure, 956, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Introduce a topic, develop it thoroughly and enthusiastically, and bring it to a conclusion? | SE/TE: <i>Prewriting</i> : planning a clear and logical organization, 515, gathering details, 565, gathering details, 649, clustering to generate details, 1009, analyzing evidence, 1361, narrowing focus, 1369, organizing details, 1369; <i>Drafting</i> : using precise details, 495, elaborating to support an argument, 638, providing necessary background, 802, elaborating on an idea, 879, using quotations to connect themes, 935, providing elaboration, 954, elaborating to support an argument, 1027 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Paragraph according to changes in topics? | SE/TE: Revising paragraphs: 688; also see: Revising overall structure, 956, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |

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| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Present ideas so they flow smoothly from one to the next? | SE/TE: <i>Drafting:</i> choosing transitions, 667; <i>Revising:</i> for coherence, 617, to smooth transitions, 895, overall structure, 956, to smooth transitions, 956, to show cause and effect, 995, to incorporate transitions for clarity, 1161, overall structure, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Display a strong sense of author control? | SE/TE: <i>Writing Workshops:</i> Revising (includes overall structure, paragraphs, sentences, and word choice), 529, 539, 605, 617, 681, 683, 688, 723, 739, 791, 831, 845, 895, 909, 951, 956, 995, 1047, 1101, 1113, 1140, 1161, 1180, 1195, 1213, 1225, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Use varied sentence formations and structures with appropriate subordination? | SE/TE: Varying sentence structure, 1179 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Display creativity in presenting information? | SE/TE: <i>Writing Workshops:</i> Research: Multimedia Presentation, 952–959; also see: <i>Multimedia Presentation:</i> on literacy, 515, on cultural emphasis on youth, 1225, on civil rights protests, 1237, on an African culture, 1249; <i>Multimedia Report:</i> on Mississippi riverboats, 589, on Dominican republic, 1129; <i>Writing Workshops:</i> Publishing and Presenting, 693, 959, 1375; |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |

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| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Display proficiency in grammar, usage, and mechanics? | SE/TE: <i>Writing Workshops:</i> Editing and Proofreading, 693, 959, 1375; also see: Grammar and Style Lesson (Build Language Skills), 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 656, 666, 680, 722, 738, 762, 770, 780, 790, 801, 830, 844, 858, 878, 894, 908, 922, 934, 942, 994, 1008, 1026, 1046, 1056, 1072, 1086, 1100, 1112, 1128, 1139, 1160, 1179, 1194, 1212, 1224, 1236, 1248, 1289, 1313, 1341, 1360 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| ELEVENTH GRADE STUDENT CHECKLIST FOR EDITING | |
| Punctuation | |
| <input type="checkbox"/> Commas to separate items in a series | SE/TE: Commas in series, 908; Commas, R46 |
| | TE: Assessment Practice: Using Commas Correctly, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Comma after direct address | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Commas in series, 908; Commas, R46 |
| | TE: Assessment Practice: Using Commas Correctly, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Commas to set off nonrestrictive clauses, appositives, and other phrases, including parenthetical expressions | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Commas in series, 908; Commas, R46 |
| | TE: Assessment Practice: Using Commas Correctly, 1341 |

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| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Commas before conjunctions in compound sentences | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Commas in series, 908; Commas, R46 |
| | TE: Assessment Practice: Using Commas Correctly, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Colon to introduce a list | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Colon, R46 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Semicolons with conjunctive adverbs, to separate elements in a series that contain commas, and in compound sentences with no conjunction | SE/TE: Semicolons, 528, 878; also see: Compound sentences, 528, 604, 1179; Semicolons, 528, 878; Commas in series, 908 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Underlining or italics with book, film, and ship titles | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Summary of Punctuation and Capitalization, R22–R24; Citing Source and Preparing Manuscript, R28-R30 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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| <input type="checkbox"/> Quotation marks with titles of poems, short stories, and chapters and with direct quotations | SE/TE: Quotation Marks, R46; also see: Punctuation of dialogue, 830, of a quotation within a quotation, 1112 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Quotation marks with end punctuation (after periods, before or after question marks) | SE/TE: Quotation Marks, R46; also see: Punctuation of dialogue, 830, of a quotation within a quotation, 1112 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Apostrophes | SE/TE: Summary of Punctuation: Apostrophes, R47 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| Grammar, Usage, and Spelling | |
| <input type="checkbox"/> Subject-verb agreement | SE/TE: Subject-verb agreement, 1056, 1341 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Pronoun-antecedent agreement | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Pronouns, 680, 1160, 1289 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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| <input type="checkbox"/> Pronoun case, number, and gender | SE/TE: Pronouns, 680, 1160, 1289 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Placement of modifiers | SE/TE: Evaluative modifiers, 605; Adjectival modifiers, 722 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Appropriate tense with no awkward shifts | SE/TE: Verb tenses, 934, 1248 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Active voice (primarily) | SE/TE: Using active voice, 1373 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Clarity (no ambiguous, stilted, or artificial language) | SE/TE: Revising: for brevity and clarity, 739, to incorporate transitions for clarity, 1161 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Word choice (variety, vivid description, accuracy, lack of redundancy) | SE/TE: Revising word choice: 688, 1372 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |

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| Alabama Course of Study Standards for Language Arts | PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s)) |
|--|--|
| <input type="checkbox"/> Spelling, including commonly confused words | SE/TE: Focus on spelling, 1375; also see: Spelling Strategy (Build Language Skills): 494, 502, 514, 528, 538, 564, 588, 604, 616, 637, 648, 656, 666, 680, 722, 738, 762, 770, 780, 790, 801, 830, 844, 858, 878, 894, 908, 922, 934, 942, 994, 1008, 1026, 1046, 1056, 1072, 1086, 1100, 1112, 1128, 1139, 1160, 1179, 1194, 1212, 1224, 1236, 1248, 1289, 1313, 1341, 1360; Glossary of Common Usage, R24-R27 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Special usage problems such as words versus numerals; double negatives; and subject-verb agreement with noun clause as subject, with intervening phrases and subjunctive mood | SE/TE: Subject-verb agreement, 1056, 1341; Double negatives, 588; Noun clauses, 666; Subjunctive mood, 994 |
| | TE: Assessment Practice: Grammar and Usage, 1026, 1056, 1072, 1100, 1128, 1212, 1289 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Complete sentences without run-ons, fragments, or comma splices | SE/TE: Varying sentence structure, 1179 |
| | TE: Assessment Practice: Sentence Structure, 1086, 1224, 1313 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Structural variety and sentence complexity (verbal phrases, noun clauses) | SE/TE: Varying sentence structure, 1179 |
| | TE: Assessment Practice: Sentence Structure, 1086, 1224, 1313 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |

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|---|--|
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Appropriate subordination | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: Compound sentences, 604, 1179; Noun clauses, 666; Participial phrases, 722, 790, 1139; Nonrestrictive participial phrases, 790; Participles, 1139; Compound sentences, 1179; Restrictive adjective clauses, 1194 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Placement of modifiers | SE/TE: Evaluative modifiers, 605; Adjectival modifiers, 722 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |
| <input type="checkbox"/> Parallelism of all types | SE/TE: Parallelism, 922; Parallel structure, 538, 770, 1224, 1236 |
| | TR: General Resources: Student Workbooks; Reader's Notebook; Skills Development Workbook |
| | TECH: Student Express CD-ROM; Teacher Express CD-ROM; From the Author's Desk DVD; Online Essay Scorer; Companion Web Site |