

STATE OF MICHIGAN CONTENT STANDARDS

Correlated to:

Literature and the Language Arts: The British Tradition (Grade 12)

EMC/Paradigm Publishing Inc.

CONTENT STANDARD 1: All students will read and comprehend general and technical material.

A. Indicators of Learning	Examples correlated to pages:
(1) Use reading for purposes such as enjoyment, clarifying information, and learning complex procedures.	(1) <i>Reading purposes: enjoyment - pgs.1184-1185 clarifying information - pgs. 1186-1191 see also each selection: “Reader’s Resource”, “Reader’s Toolbox”, “Cross-Curricular Activities” complex procedures - pg. 1188</i>
(2) Read a variety of texts with developing fluency, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	(2) <i>Short stories - pgs. 1019-1032 (“The Garden Party”), pgs. 1033-1045 (“The Lagoon”); novella excerpt - pgs. 1001-1010 (“A Portrait of the Artist as a Young Man”); textbook - pgs. 1184-1294 (“Language Arts Survey”); manual - pgs. 1295-1328 (“Handbook of Literary Terms”)</i>
(3) Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	(3) <i>Generating questions - pgs. 313, 513, 705, 929 (“Guided Reading questions”); studying vocabulary - pgs. 362, 656, 764, also “Words for Everyday Use” included in each selection; analyzing mood & tone - pgs. 173, 396, 850, 1327; matching form to content - pgs 969-970, see also at the end of each selection: “Respond to the Selection”, “Investigate, Inquire, and Imagine”, “Understanding Literature”, “Integrating the Language Arts”; developing reference skills - pgs. 1270-1282</i>
(4) Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.	(4) <i>Context clues - pgs. 505, 523, also “Words for Everyday Use” in each selection; word roots - pgs. 145, 148, 186, 264-267; syntax - pg. 510; diction - pgs. 799, 802, 939</i>
(5) Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	(5) <i>Connections: oral texts - pg. 329; visual texts - pgs. 61, 280-284 (maps, timelines) also “Art Smart” features; pgs. 396, 431, 437 (“Graphic Organizers”)</i>

Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

A. Indicators of Learning

Examples correlated to pages:

(1) Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, poetry.

(1) *Writing: modes & purposes* - pgs. 66-69, 1195-1196
narrative poem - pg. 149
short story - pgs. 480-485
persuasive essay - pg. 309
book review - pgs. 70-77
exposition - pg. 215; *press release* - pgs. 300, 341
writing a parable - pgs. 268-276
scripting scene in play - pg. 142

(2) Recognize and use author's techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience

(2) *Appeals to reason & emotion* - pgs. 1214-1216, see also "Reader's Journal" accompanying individual selections;
use of figurative language - pgs. 952, 954, 1311
grammatical conventions to assist comprehension - pgs. 1216-1248 ("Grammar Handbook")

(3) Plan and draft text and revise and edit their own writing, and help others revise and edit in such areas as content, perspective, and effect.

(3) *Editing to clarify* - pgs. 76, 359, 759, 1093, 1209-1210
total writing process - pgs. 1194-1197
perspective - pgs. 884-889
effect (correcting wordiness) - pgs. 26, 242

(4) Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.

(4) *Grammatical construction:*
prepositions, conjunctions & interjections - pgs. 1217, 1219, 1238
punctuation - pgs. 633, 1050, 1243-1245
spelling - pgs. 1247-1248
pronoun/antecedent agreement - pgs. 325, 1231
subject-verb agreement - pgs. 583, 735, 1228-1229

Content Standard 3: All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

A. Indicators of Learning	Examples correlated to pages:
(1) Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a career exploration.	(1) <i>Unit group projects</i> - pgs. 597, 633 <i>“Study and Research” projects</i> - pgs. 641, 671, 688 <i>project on media literacy</i> - pg. 703 <i>project on making decisions & solving problems</i> - pg. 549
(2) Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	(2) <i>Influencing receiver’s response (advertising)</i> - pgs. 26, 111 <i>press releases</i> - pgs. 300, 341 <i>news reports/articles</i> - pgs. 45, 587, 927, 1292 <i>public service announcements</i> - pgs. 587, 626, 812, 955, 1292
(3) Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	(3) <i>Reporting formally to audience</i> - pg. 94 <i>sharing oral stories</i> - pg. 329 <i>debating issues</i> - pgs. 215, 827, 881, 1170 <i>interviewing</i> - pgs. 100, 241, 1257-1258
(4) Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.	(4) <i>Speaking and listening strategies</i> - pgs. 1250-1263 <i>verbal and nonverbal communication</i> - pgs. 1249-1250 <i>altering inflection, volume and rate</i> - pgs. 671, 709 <i>adapting listening skills to specific tasks</i> - pgs. 741, 1252
(5) Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.	(5) <i>Generating relevant questions</i> - pg. 313 <i>studying vocabulary, diction & word choice</i> - pgs. 145-148, 799, <i>analyzing mood and tone</i> - pgs. 30, 168, 173, 396, 409, 606 <i>matching form to content</i> - pgs. 969-970 <i>see also Content Standard 1.3.</i>
(6) Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.	(6) <i>Structural/semantic features that enhance meaning</i> - pgs. 931, 1193 <i>also “Vocabulary Study” at end of units;</i> <i>prior knowledge</i> - pg. 626 <i>reference materials</i> - pgs. 999, 1273-1274 <i>electronic sources</i> - pgs. 261, 1274-1275

Content Standard 3 (cont.): All students will focus on meaning and communications as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

A. Indicators of Learning	Examples correlated to pages:
<p>(7) Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.</p>	<p>(7) <i>Identification with characters</i> - pgs. 445-446, 627, 632, 1301-1302 <i>multiple points of view</i> - pgs. 211, 588, 596, 1320 <i>narrator and repetition</i> - pgs. 1049, 1316, 1321</p>
<p>(8) Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.</p>	<p>(8) <i>Respond and connect: oral</i> - pg. 1050 (“<i>Speaking & Listening</i>”) <i>visual</i> - pg. 1045 (<i>guided imagery</i>) <i>electronic</i>- pgs. 261, 1274-1275 <i>communicating with others</i>- pg. 872</p>

Content Standard 4: All students will use the English language effectively.

Indicators of Learning	Examples correlated to pages:
<p>(1) Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.</p>	<p>(1) Comparing & contrasting language patterns - pgs. 1250-1252 (“<i>Listening Skills</i>”) <i>visual</i> - pg. 1256 (“<i>Overcoming Barriers to Communication</i>”) <i>community activities</i> - pg. 399 (<i>mathematics and science classes</i>)</p>
<p>(2) Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.</p>	<p>(2) <i>Formal and informal language patterns in formal and informal situations: comparing language in business letter to that of a friendly letter</i> - pgs. 45, 106, 186, 506, 597, 1077</p>
<p>(3) Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.</p>	<p>(3) <i>Idiomatic phrases/dialect</i> - pgs. 61, 675, 678, 819, 827 <i>word origins and meaning</i> - pgs. 145-148, 186, 264-267</p>
<p>(4) Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.</p>	<p>(4) <i>Connotation & denotation</i> - pgs. 532, 622, 1193 <i>context</i> - pg. 1191</p>
<p>(5) Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.</p>	<p>(5) <i>Appropriate levels of discourse</i> - pg. 1077 <i>writing step-by-step procedures</i> - pgs. 215, 1287 <i>debating</i> - pgs. 215, 827, 839, 849 <i>identifying with your audience</i> - pg. 1196 <i>group discussion</i> - pg. 1254 <i>speeches</i> - pg. 727</p>

Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.

Indicators of Learning	Examples correlated to pages:
(1) Select, read, listen to, view and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	(1) <i>Quality & literary merit</i> - pgs. 664-753 (<i>lyrics</i>); 182-254 (<i>fiction</i>); 524-532 (<i>novel</i>); 374-463 (<i>drama</i>); 643-646 (<i>essay</i>); pgs. 32-45 (<i>short story</i>); pgs. 993-999 (<i>essay</i>)
(2) Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	(2) <i>Human experience issues: honesty</i> - pgs. 216-242 (“ <i>The Canterbury Tales</i> ”), <i>death</i> - pgs. 664-671 (“ <i>Elegy Written in a Country Churchyard</i> ”), <i>justice</i> - pgs. 52-61 (“ <i>The Rising of the Moon</i> ”)
(3) Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.	(3) <i>Themes & issues in literature that relate to own experience - growing up</i> - pgs. 1073-1081 (“ <i>Angela’s Ashes</i> ”), <i>courage</i> - pgs. 1061-1071 (“ <i>Red Dress</i> ”), <i>discovery & learning</i> - pg. 882 (“ <i>When I Was One-and-Twenty</i> ”), <i>identity</i> - pgs. 863-872 (“ <i>Through the Looking Glass</i> ”)
(4) Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	(4) <i>Historical and cultural contexts: diversity</i> - pg. 882 (“ <i>The Subjugation of Women</i> ”), pgs. 607-613 (“ <i>Oroonoko</i> ”); <i>courage & fear</i> - pgs. 296 - 300 (“ <i>The Faerie Queen</i> ”), <i>pride & vanity</i> - pgs. 478-479 (“ <i>The Tragedy of King Richard the Second</i> ”)
(5) Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	(5) <i>Examples of distortion and stereotyping: discrimination</i> - pg. 642 (“ <i>To All Writing Ladies</i> ”) <i>gender bias</i> - pgs. 572-577 (“ <i>The Introduction</i> ”) <i>racism</i> - pgs. 623-626 (“ <i>A Brief to Free a Slave</i> ”) <i>religion</i> - pgs. 243-253 (“ <i>Everyman</i> ”)

Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.

A. Indicators of Learning	Examples correlated to pages:
<p>(1) Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.</p>	<p>(1) <i>Elements of effective communication</i>: pgs. 1194-1196, 1250-1260 <i>suspense</i> - pg. 1326 <i>elaboration</i> - pg. 1308</p>
<p>(2) Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.</p>	<p>(2) <i>Various voices</i> - pg. 64-65 <i>persuasive voice</i> - pgs. 309, 253, 536, 613 <i>expressive voice</i> - pgs. 355-361 <i>finding your voice</i> - pgs. 268-275</p>
<p>(3) Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p>	<p>(3) <i>How authors, speakers and illustrators shape text & influence audience expectations</i> - pgs. 1196, 1187-1189, 1190-1191</p>
<p>(4) Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.</p>	<p>(4) <i>Opportunities to develop voice through reflections</i>: <i>portfolios</i> - pgs. 1212-1213 <i>audio and video tapes</i> - pgs. 347, 409, 845, 1263 <i>submissions for publications</i> - pgs. 817, 849</p>

Content Standard 7: All students will demonstrate, analyze, and reflect upon the skill and processes used to communicate through listening, speaking, reading, and writing.

Indicators of Learning	Examples correlated to pages:
<p>(1) Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and how creators of text use and represent information, and matching form to content.</p>	<p>(1) <i>Constructing meaning:</i> <i>by generating questions - pgs. 143, 313, 748, 1187-1188</i> <i>by studying vocabulary - pgs. 181, 505, 523</i> <i>by analyzing mood & how text is used - pgs. 850, 861, 1315</i> <i>matching form to content - pgs. 969-970 (any selection “Investigate, Inquire, Imagine, Understanding Literature, Integrating the Language Arts”)</i></p>
<p>(2) Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>	<p>(2) <i>Developing strategies - pgs. 1259, 1260, 1252</i> <i>dramatizing a scene - pg. 142</i> <i>using electronic communication - pgs. 1188-1189</i></p>
<p>(3) Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>	<p>(3) <i>Reflecting on developing literacy - pgs. 884-889, 980-987, 1089-1093, 1171-1179</i></p>
<p>(4) Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</p>	<p>(4) <i>Developing strategies to meet different purposes:</i> <i>writing and editing narrative research paper - pgs. 756-763,</i> <i>writing a book review - pgs. 70-77</i> <i>writing a narrative poem - pgs. 149-155</i></p>

Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics, including text structure, figurative and descriptive language, spelling, punctuation, and grammar to construct and convey meaning.

Indicators of Learning	Examples correlated to pages:
<p>(1) Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as pre-views and reviews.</p>	<p>(1) <i>Mechanics that clarify meaning</i> - pgs. 1184-1293 (<i>Language, Grammar, and Style Resource</i>); <i>sentence variety</i> - pg. 831 <i>punctuation</i> - pgs. 633, 1050, 1243-1245 <i>grammatical constructions</i> - pgs. 1216-1248 (“<i>Grammar Handbook</i>”)</p>
<p>(2) Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>	<p>(2) <i>Foreshadowing & flashback</i> - pgs. 42, 45, 64-65, 1312</p>
<p>(3) Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey facts.</p>	<p>(3) <i>Biographies</i> - pgs. 662, 1299 <i>newspaper articles, brochures & press releases</i> - pgs. 45, 300, 341 <i>persuasive arguments</i> - pg. 537 <i>expository organization</i> - pg. 64</p>
<p>(4) Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multi-dimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.</p>	<p>(4) <i>Artistic expression of ideas: color</i> - pgs. 106, 295, 1045 <i>composition</i> - pgs. 26, 242, 341, 618, 812, 1226 <i>use of details</i> - pgs. 309, 357, 1201 <i>strong verbs</i> - pg. 587</p>
<p>(5) Explain how the characteristics of various oral, visual, and written text (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.</p>	<p>(5) <i>How oral, visual and written texts are used to convey meaning:</i> <i>Venn diagrams</i> - pg. 1201 <i>general references</i> - pgs. 999, 1273-1274 <i>glossaries</i> - pgs. 1192, 1274 <i>indexes</i> - pg. 1268 <i>maps</i> - pg. 61</p>

Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Indicators of Learning	Examples correlated to pages:
<p>(1) Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity and resourcefulness.</p>	<p>(1) <i>Theme study</i> - pgs. 157, 473, 533-548 <i>coming of age</i> - pgs. 673-675 (“<i>Auld Lang Syne</i>”) <i>diversity</i> - pgs. 1082-1088 (“<i>Nectar in a Sieve</i>”) <i>group & individual roles</i>- pg. 882 (“<i>Flower in the Crannied Wall</i>”) <i>alienation</i> - pg. 873-881 (“<i>Madame Bovary</i>”)</p>
<p>(2) Synthesize content from multiple texts representing varied perspectives and order to formulate principles and generalizations.</p>	<p>(2) <i>Synthesizing content</i> - pg. 1268 <i>comparing and contrasting content</i> - pgs. 309, 831, 1268-1269 <i>constructing generalizations</i> - pg. 1267</p>
<p>(3) Develop a thesis using key concepts, supporting evidence, and logical arguments.</p>	<p>(3) <i>Developing a thesis</i> - pgs. 619, 625, 1010, 1017 <i>supporting evidence</i> - pg. 1204 <i>logical arguments</i> - pgs. 295, 510, 1266-1267</p>

Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Indicators of Learning	Examples correlated to pages:
<p>(1) Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.</p>	<p>(1) <i>Theme analysis</i> - pgs. 157, 473, 533, 548 <i>relationships to students' lives</i> - pgs. 533, 536, 572, 576, 664, 671, see also numerous personalized questions in "Reader's Journal" & "Writer's Journal" throughout text selections; <i>interpreting literature's central ideas</i> - pgs. 1204-1205</p>
<p>(2) Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.</p>	<p>(2) <i>Acquiring, evaluating, organizing and communicating information</i> - pgs. 677-678 and any selection "Investigate, Inquire, Imagine" section; <i>evaluation</i> - pgs. 817, 887-888 <i>organization & coherence</i> - pgs. 981-983, 1208</p>
<p>(3) Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.</p>	<p>(3) <i>Researching issues of importance</i> - pgs. 613, 862, 959, 1270-1282 <i>persuading others to take a particular position</i> - pgs. 46, 927, 944, 1060, 1262-1263</p>

Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

A. Indicators of Learning	Examples correlated to pages:
<p>(1) Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis.</p>	<p>(1) <i>Narrowing topics to create a thesis or hypothesis</i> - pgs. 758-759, 1195, 1197, 1204, 1268</p>
<p>(2) Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p>	<p>(2) <i>Researching a variety of sources</i> - pgs. 999, 1197, 1273-1274 indexes - pg. 1274 glossaries - pgs. 1192, 1282 Internet research - pgs. 261, 709, 1274-1275 library catalogue - pg. 920, see also: Guided Writing Software</p>
<p>(3) Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.</p>	<p>(3) <i>Analyzing and drawing conclusions</i> - pgs. 1044 (“<i>Understanding Literature</i>”); <i>organizing and synthesizing information</i> - pgs. 187, 199 (charts); 357, 431 (graphic organizers); 395 (paraphrasing); preparing a multimedia presentation - pg. 845</p>
<p>(4) Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.</p>	<p>(4) <i>Investigating and drawing conclusions</i> - pgs. 61, 446, 472, 709, 1264-1269</p>

Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation and evaluation of their own and others' oral, written, and visual texts.

Indicators of Learning	Examples correlated to pages:
<p>(1) Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.</p>	<p>(1) <i>Standards for evaluating Internet sites</i> - pgs. 1275-1277 <i>standards for evaluating reference works</i> - pgs. 1081, 1270-1275 <i>standards for creating formal and informal texts</i> - pgs. 1077, 1214 <i>standards for evaluating drama</i> - pgs. 1071-1072</p>
<p>(2) Demonstrate understanding of individual standards when creating texts for formal and informal situations.</p>	<p>(2) <i>Recognizing individual standards</i> - pgs. 1213-1214, 1077</p>
<p>(3) Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.</p>	<p>(3) <i>Developing critical aesthetic standards:</i> <i>writing</i> - pgs. 1205-1206, 1208 <i>speaking</i> - pgs. 1249-1250 <i>listening</i> - pgs. 1250-1252 <i>viewing</i> - pgs. 1251-1252</p>
<p>(4) Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.</p>	<p>(4) <i>Creating a collection of personal work</i> - pgs. 1212-1213 <i>forming a reader's or writer's group</i> - pgs. 1185-1186 (book group), 748 (film discussion group)</p>
<p>(5) Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.</p>	<p>(5) <i>Refining & evaluating</i> - pgs. 1176-1179</p>