

English III

Teacher's Guide

Course No. 1001370

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of alternative methods and activities designed to assist secondary teachers to meet the needs of students of various achievement levels in the regular education content courses. Each *PASS* offers teachers supplementary activities and strategies to assist students with disabilities and diverse learning needs.

The alternative methods and activities found in the *PASS* materials have been adapted to meet the needs of students with diverse learning needs or other exceptionalities and are included in content classes. The *PASS* materials provide regular education teachers and exceptional education teachers with a modified approach for presenting the course content.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

As material to augment the curriculum for students with disabilities and diverse learning needs, *PASS* may be used in a variety of ways. For example, some infusion strategies for incorporating this text into the existing program are as follows:

- additional resource to the basic text
- pre-teaching tool (advance organizer)
- post-teaching tool (review)
- alternative homework assignment
- alternative to a book report
- extra credit
- make-up work
- outside assignment
- individual contract
- self-help modules
- independent activity for drill and practice
- general resource material for small or large groups
- assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981–1984. Four sets of modified content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for*

Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students. Project IMPRESS patterned the PACs after the curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students. This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Continuation efforts have been maintained through the Curriculum Improvement Project. Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature.

Neither the content nor the activities are intended to be a comprehensive presentation of any course. These *PASS* materials, designed to supplement textbooks and other instructional materials, are not intended to be used alone. Instead, they should serve as a stimulus for the teacher to design alternative strategies for teaching the Sunshine State Standards to the mastery level to the diverse population in a high school class.

The *PASS* volumes provide some of the print modifications necessary for students with diverse learning needs to have successful classroom experiences. To increase student learning, these materials must be supplemented with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *English III PASS* and accompanying *Teacher's Guide* are designed as supplementary resources for teachers who are teaching English to secondary students of various achievement levels and diverse learning needs. The content of the *English III PASS* book is based on the *Florida Curriculum Frameworks* and correlate to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands*, *standards*, and *benchmarks*. A *strand* is the most general type of information and is a label for a category of knowledge. The language arts strands are A) Reading; B) Writing; C) Listening, Viewing, Speaking; D) Language; and E) Literature. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Correlation information to the Sunshine State Standards for *English III*, course number 1001370, is given for each unit in a chart in the *Teacher's Guide* following the overview and in a correlation matrix in Appendix E.

The *English III PASS* is divided into six units of study which correspond to the Language Arts Strands. The content focuses on concepts, instructional text, and activities that help students meet benchmark requirements as identified in the course description. Each unit culminates with an application for students to demonstrate learning. These demonstrations of student learning provide the means for teachers to assess student performance.

Each unit in the *Teacher's Guide* includes the following components:

- **Overview:** Each unit contains a general description of the unit. (This overview is also in the student book.)
- **Curriculum Frameworks:** Each unit contains a chart of Standards and Benchmarks addressed.
- **Suggestions for Enrichment:** Each unit contains activities which may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessment:** Each unit contains an assessment which provides the means for teachers to measure student performance.
- **Keys:** Each unit contains an answer key for each practice and application in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** contains instructional strategies which may be used to aid in meeting the needs of students with diverse learning needs.
- **Appendix B** lists teaching suggestions to help in achieving mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggested accommodations and/or modifications of specific strategies for inclusion of students with disabilities and diverse learning needs. The strategies may be tailored to meet the individual needs of students.
- **Appendix D** is a suggested list of the 500 most frequently occurring words on the *Scholastic Aptitude Test (SAT)*.
- **Appendix E** contains a unit correlation chart of the relevant benchmarks from the Sunshine State Standards associated with the course requirements for *English III*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record the dates as the benchmarks are addressed.
- **Appendix F** is a list of reference materials and software used to produce *English III*.

English III is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. It is recommended that teachers use *PASS* with other instructional materials and strategies to aid comprehension and provide reinforcement.



Unit 1: Online Technology—Using the World Wide Web

Overview

At one time it was the telephone. Then it was the television. When these technological gadgets first hit the market, most people thought they would never become household items. They were just passing fancies. Nothing could have been further from the truth. The telephone and television have become so common that indeed we are surprised when we don't find both of them in someone's home.

So it was with the computer during its infancy in the 1960s. Few people had the foresight to imagine that computers would become a common and necessary part of our everyday lives. Try to imagine all computers being gone, starting with personal computers to the incredibly powerful computers that run our country's telephone systems. Imagine how our lives would change in a flash!

Computers and online technology have given us access to a wealth of materials, including articles, texts, and other documents. In the past, your research for a school project would have been limited to the contents of your local libraries. You could have gotten documents from distant libraries, but the process would have taken weeks, at least. Today you can get many research articles and books in the time it takes to get on the Internet, locate the document, download, or view it. Often, the process can be done in a matter of minutes. In this unit you will learn how to find documents you want on the Internet.

Computers and online technology have also helped us create a new mail system. In a matter of seconds you can send a message on the Internet to any other computer system that is online. You can be anywhere and read the mail, even on vacation or at the beach. Sending a letter from Florida to California over the Internet takes seconds, just a few strokes of the keys and a few clicks of a mouse, as you will learn in this unit.



Like all technology, computers and online technology can be used for good and productive purposes or can be used to waste time. The knowledge you gain in this unit will help you operate on the information highway. What you do once you're on the Internet is up to you. Use it wisely and responsibly.

The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
 - LA.B.2.4.2 Organize information using appropriate systems.
 - LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- **Select and use appropriate language for effective visual, oral, and written communication.**
 - LA.D.1.4.2 Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
 - LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- **Use the research and critical inquiry processes to prepare documents and oral presentations.**
 - LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.
 - LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.



Suggestions for Enrichment

1. Have students find a real-time “chat” or live interview with a current author.
2. Have students find a site that allows them to ask questions of an expert in a specific field or respond to a survey or question.
3. Have students use the Internet to gather background information about an author whose literary works are being discussed in class.
4. Have students use the Internet to gather data to be used in an essay, commercial, advertisement, political speech, and/or presentation.
5. Encourage students to use e-mail as a way to improve their writing skills. Have students write to a mentor or maintain a daily journal.
6. Set up e-mail pen pals for students with high school students in another country. (Please note that the e-mail procedure will vary depending upon the type of computer and server you use.)
7. Create a web site and publish students’ poems, short stories, etc.
8. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

*Get on the Internet using a browser and **research** a topic of your choice or one assigned by your teacher. Write a short paragraph below about your topic. Use MLA (Modern Language Association) style to cite **electronic references**.*



Keys

Practice (p. 14)

Correct answers will be determined by the teacher.

Practice (p. 17)

Correct answers will be determined by the teacher.

Practice (p. 21)

Correct answers will be determined by the teacher.

Practice (p. 22)

Correct answers will be determined by the teacher.

Application (p. 23)

Correct answers will be determined by the teacher.

Unit Application (p. 4TG)

Correct answers will be determined by the teacher.



Keys





Unit 2: Reading—Knowledge and Understanding

Overview

Some people take a dim view of reading and regard it as dreary and sleep inducing. Perhaps they haven't learned how to take a sincere interest in the material being read. Maybe they have not fully explored the reasons for reading.

There are many different reasons for reading. Your purpose in school is most likely to spend time reading for knowledge. When you are finished, you may summarize the work and explain its plot or main point. You may even tell a friend that you have discovered a great story or essay. Almost without realizing it, you have gained knowledge as well as pleasure from reading.

When you *read for knowledge*, you read to take the ideas and information away with you. You may marvel as you read and discover the way that the seemingly blank mind of a baby begins to understand its world and even acquires language. You may feel awe as you read about the technology of combustion engines and how they transform fuel into energy. Likewise, you may find your heart wrenched with pain and your mind turning in thought as you read about the struggle for equality in 20th century America.

This unit will help you improve your reading skills so that when you do read, you will read efficiently and critically to gain a lasting understanding.



The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.3 Describe and evaluate personal preferences regarding fiction and nonfiction.
 - LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.
- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
- **Select and use appropriate language for effective visual, oral, and written communication.**
 - LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- **Demonstrate understanding of the ways that history, culture, and setting influence language.**
 - LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.3 Understand that there are differences among various dialects of English.
 - LA.D.2.4.1 Understand specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities.
- **Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**
 - LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.
 - LA.E.2.4.5 Analyze the relationship among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.7 Examine a literary selection from several critical perspectives.
 - LA.E.2.4.8 Know that people respond differently to texts based on their background knowledge, purpose, and point of view.
- **Use the research and critical inquiry processes to prepare documents and oral presentations.**
 - LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.
 - LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.
 - LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.



Suggestions for Enrichment

1. Have students bring in editorials from the newspaper. Ask them to compare the editorials with other newspaper articles. Which is expository and which is persuasive? Is the logic in the persuasive essay inductive or deductive? Is there an appeal to the emotions?
2. Have students write their own letter to the editor in response to an issue about which they have strong feelings. Ask them to write the letter twice. Once without any appeals to emotion and once with emotional appeals. Have them trade letters with other students and have the students comment on which letter is more effective.
3. Ask students to bring in articles from magazines which they enjoy. The students should summarize the articles for the class and tell what they liked about the article.
4. Have students survey their classmates about a particular subject and then compile a chart to explain their findings.
5. Assign dictionary exercises to students. Have them bring in unfamiliar or unusual words and show other students how to use the words in a sentence.
6. Ask students to cut out vocabulary words from magazines or newspapers. Have them trade words and write poems with their new words.
7. Have students keep a vocabulary journal; ask them to bring in a word a week to share with the class.
8. Have students read different articles or texts and then ask them to teach another student, based on what was in the article.
9. Have students use a video recorder or tape recorder to make a three-minute “spot” for a word or a phrase. Let them be as creative as they want.



10. Assign students a topic and ask them to use the library to find books related to that topic. Ask them to choose one book and to write a paragraph detailing what they expect to learn on the basis of the title, table of contents, and index or any other information they can find about the book. Then have them read the whole book or parts of the books and determine whether they learned what they had anticipated.
11. Give a group of four to five students a poem to read. Then ask them to pretend they are historians. What can they tell about the time period and culture of the poem? Give another group of students a different poem and ask them to pretend they are lawyers. They must try to interpret the poem and argue for their interpretation, using only the text as their basis for argument.
12. Ask students to look up the web page or literary or news magazine of another high school on the Internet, preferably in another part of the country or the world. What can they tell about the students at the school? What do they learn about the school itself? Ask them to compare and contrast it with their own school.
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

*Read the following essay. After reading the essay, using prereading or rereading strategies, underline **thesis sentence**, **topic sentences**, and the **conclusion**. Next, write a paragraph to **summarize** the article, using at least one **direct quote** and several **paraphrased sentences**. Last, write a paragraph that states whether the text is **expository** and intended to explain or **persuasive**. Include **evidence** from the text to support your claim.*

The Art of Listening

For all the systems that society has for grouping people and for trying to pigeonhole individuals, very few seem more useful than separating people into one of two categories: those who talk and those who listen. While there are many among us who use words sparingly, that quality does not necessarily qualify them to be a listener. Listening, and listening well, is a talent that must be recognized and nurtured, and much like the powers of comic book heroes, must be used carefully. Because whether it is sitting up late listening to your friend bare her soul about how her boyfriend just is not there for her anymore or listening to someone you do not know well as a means of discovering bits of his or her personality or even curled up in the dark with your favorite CD, there is an art to being a “good listener.”

I fall into the “those who listen” category. My flair for listening was fostered at a young age simply because I was too shy to actually open my mouth around anyone I did not know. Being afraid to speak for fear of what craziness may stream out of my mouth is still an excellent deterrent to talking too much and, therefore, allows me the time to pay close attention to conversations rather than concentrating on what anecdote needs to be contributed next. As I have aged, it has become second nature to just sit in the shadows, to devote my entire being to what is being said to me. That attention does not go unnoticed, as talkers are always aware of the limelight in which they sit, and the troubled are just as mindful of the person to whom they are unburdening themselves. As with any display of talent, a good listener will be frequently called upon to be the recipient of information just as the spouse with gourmet skills will be called upon nightly to prepare dinner.



Listening takes effort

Being a good listener requires one to cast aside his or her problems for the good of the deed. As such, the ego that comes with speaking, the power you feel when you are in control of the conversation, rarely belongs to the listener. Instead, we are left to bolster our egos not through domination but through kindness. Not that power is a bad thing by any means. In fact, I wish that I had it on more occasions, but it seems to go against my very essence, that part of me that likes to watch other people and zero in on what it is they are too afraid to tell me.

Listening is not simply an auditory activity. You must also listen to people's actions to discover what it is they really want you to know but find themselves unable to verbalize. One cannot be a good listener without knowing when there is more than meets the ear. I suppose it is partly intuition, but I think that intuition is enhanced by a listener's close appraisal and attention to most situations. The attention can be as simple as hearing a voice waver, indicating something is disturbing the talker or noticing how a hand gesture indicates his desire to continue talking even when he's lost the words. Good listeners must see when more needs to be said, and they must learn what questions to ask in order to get right to the heart of the matter.

A quiet side to listening

There is also a quiet side to listening, a solitary side that helps to replenish your energy after a long day of catering to the concerns of others. One of my favorite things to do is to sit in the dark and just enjoy music. You hear different things at night when the traffic on the road is not as heavy, when the neighborhood has already gone to bed. Sometimes you only hear a new note or two, a part of the harmony that had previously gone unnoticed, but sometimes it makes you feel a whole new emotion, and affects you in a way that has never happened before. I remember one night, hearing a background line in Pink Floyd's "Comfortably Numb" for the first time. The keyboards played a varying line in a crescendo-decrescendo flow during the chorus, and after recovering from my initial shock at never noticing it before, I sat back and let that be the only thing I heard. I lost myself a little in that line, and I was satisfied with my evening for having finally heard it.



I like to think that I have a slight edge over some of the talkers out there, the people who are almost too busy to stop and take in what is affecting those around them. I have a friend with whom I have ceased trying to get a word in edgewise when we are on the phone. She needs to talk; I have come to accept that, and I also accept that I need to listen. I gain parts of experiences, bits of joy, fear, and triumph, and I learn about ways of living I am too afraid to try. But I am happy in my quietness, as I have come to realize that there is always something new to hear and people around me who can benefit from the distinguishing talent that is my listening.

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Keys

Application (pp. 34-35)

Correct answer will be determined by the teacher.

Application (pp. 37-38)

Correct answer will be determined by the teacher.

Practice (p. 42)

Correct answers will be determined by the teacher.

Application (p. 43)

Correct answers will be determined by the teacher.

Application (p. 46)

Correct answers will be determined by the teacher.

Application (p. 48)

Correct answers will be determined by the teacher.

Application (pp. 50-51)

Correct answers will be determined by the teacher.

Application (pp. 53-54)

Correct answers will be determined by the teacher.

Practice (pp. 59-60)

Correct answers will be determined by the teacher.

Application (p. 61)

Correct answers will be determined by the teacher.

Practice (pp. 69-71)

Correct answers will be determined by the teacher.

Application (p. 72)

Correct answers will be determined by the teacher.

Practice (pp. 75-76)

Correct answers will be determined by the teacher.

Application (p. 77)

Correct answers will be determined by the teacher.

Application (p. 81)

Correct answers will be determined by the teacher.

Practice (p. 83)

Correct answers will be determined by the teacher.

Application (p. 84)

Correct answers will be determined by the teacher.

Practice (p. 87)

Correct answers will be determined by the teacher.



Keys

Practice (pp. 90-91)

Correct answers will be determined by the teacher.

Application (p. 92)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 11-13TG)

Correct answers will be determined by the teacher.



Unit 3: Writing—Create a Research Report

Overview

In this unit you will learn how to plan and write a research report. Some of us stop dead in our tracks when we hear the words *research* report. Some of us may think of an assignment to write a research report in the same way as being sentenced to tens of hours of drudgery in the library—a kind of prison sentence, except the windows don't have bars. If these are the associations you bring to the research report, then you most likely have been approaching this kind of assignment with the wrong goal. When we go about writing a research report, our aim is not to find every fact we can on a particular subject. Neither is our aim to list these facts in a report to show the teacher that we have “been there and done that.” This kind of approach to the research report offers you an incomplete picture of what the research report is all about.

Yes, it is true that the research project is about learning how to find information and ideas. The *purpose* of finding information and ideas, however, is to *answer questions*. That's right, the research project and report is all about taking a topic and asking questions of it. The researcher—in this case, you—then strikes out to discover evidence to answer these questions. When you think of the research project as a quest to find answers, you transform the project from a tiresome exercise to an exciting mission. After gathering evidence upon which to base answers, the researcher then shares evidence and answers with readers through a report or article.

This unit will take you through the steps in writing a research paper: (1) selecting a topic, (2) developing questions on your topic, (3) researching answers to your questions, and then (4) drafting your report. An important part of drafting your report includes telling your readers which information and ideas you borrowed from other texts. You will also tell readers the source from which you borrowed any information or ideas.



The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**

- LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.

- LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

- LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

- LA.B.1.4.2 Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

- LA.B.2.4.2 Organize information using appropriate systems.

- LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

- **Select and use appropriate language for effective visual, oral, and written communication.**

- LA.D.1.4.2 Make appropriate adjustments in language for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

- LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

- **Use the research and critical inquiry processes to prepare documents and oral presentations.**

- LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services..

- LA.A.2.4.7 Analyze the validity and reliability of primary source information and uses the information appropriately.

- LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.

- LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.



Suggestions for Enrichment

1. Have students write a list of all the different types of research they do in daily life.
2. Ask students to pick a topic that is important to them and make a survey of their friends and classmates to come up with a thesis. For instance, have them survey friends and classmates about the effectiveness of school or parental punishments, their favorite musicians, or what they plan to do in the future.
3. Ask students to interview someone whom they do not know very well to find out the person's philosophy of life. Have them write the interview up as an essay or character sketch.
4. Ask students to interview an older person to find out about a specific historical event. Have them write a short essay, detailing what they learned.
5. Send students to the library and ask them to find and list five different types of reference books. Ask them to look up magazine articles on a topic of their choosing.
6. Have students write a list of all the things that interest them and that they would like to know more about. Have them choose one of these topics and write about what they already know and how they feel about this topic. Have them write down what they think they might discover about the topic. Then have them do a mini-research paper, telling how they picked their topic and how they found material about the topic.
7. Ask students to do something they've never done before—for instance, go to a symphony concert or a rodeo. Then ask them to write about the experience. This is research. This experience can also lead to interviews and library research as well.
8. Compile a list of questions and send students to the library on a scavenger hunt.



9. Ask students to visit the library and then make a map of it. Have them check out a book purely for pleasure.
10. Ask your librarian to come talk to the students about all the new developments in libraries and research.
11. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

*Write a paper of three to five paragraphs, telling other students **how to write a research paper**. The paper should include specific instructions and steps.*





Keys

Application (p. 110)

Correct answers will be determined by the teacher.

Practice (p. 118)

Correct answers will be determined by the teacher.

Practice (pp. 119-120)

1. Fast Food Restaurants
2. January, 1990
3. *People Weekly*
4. page 90
5. Answers may include: Burger King Corporation, Fannie's Chicken, McDonald's Corp., Pepsico, Inc., Sonic Industries, Inc., Wendy's International, Inc.
6. The article has illustrations or pictures.
7. more information after page 38
8. Correct answer will be determined by the teacher.
9. Correct answer will be determined by the teacher.
10. Correct answer will be determined by the teacher.

Application (p. 131)

Correct answers will be determined by the teacher.

Application (p. 134)

Correct answers will be determined by the teacher.

Application (p. 136)

Correct answers will be determined by the teacher.

Application (pp. 139-140)

Correct answers will be determined by the teacher.

Practice (pp. 146-147)

Correct answers will be determined by the teacher.

Application (pp. 148-149)

Correct answers will be determined by the teacher.

Practice (pp. 153-154)

1. underline—Ants are truly interesting creatures to study; facts
2. underline—Time has influenced the many styles of architecture; examples; facts; descriptions
3. underline—The scientific method involves several steps; reasons
4. underline—Your appearance can play a major role in whether or not you get the job you seek; examples; facts; reasons

Practice (p. 155)

Correct answers will be determined by the teacher.

Practice (pp. 157-158)

1. Harrison Ford is a wonderful actor.
2. Many people get sick when they see blood; some will even faint.
3. Stock car racing is the most popular spectator sport in the world.
4. Fido is John's pet.

Practice (p. 162)

Correct answers will be determined by the teacher.



Keys

Application (pp. 163-166)

Correct answers will be determined by the teacher.

Application (p. 170)

Correct answers will be determined by the teacher.

Unit Assessment (p. 21TG)

Correct answers will be determined by the teacher.



Unit 4: Revising and Editing—Polish Your Research Report

Overview

In the previous unit (“Writing—Create a Research Report”) you produced a first draft of a research report or paper. In this paper you presented your American hero and cited supporting evidence. However, your paper is not quite finished. It is your first attempt to write, or “speak,” to your audience. This first attempt to direct your writing to an audience is called a *first draft*. Think back to the last time you looked through a pair of binoculars or a microscope. Most likely, the picture you saw was a little blurred. You found, however, that by doing some fine tuning you could improve the picture until it was crystal clear. You are about to do the same thing to your first draft. You are about to fine tune your first draft so that it says exactly what you want it to say and looks exactly how you want it to look. Only after you have adjusted your paragraphs, or pictures, will your writing be ready for your readers.

The process of fine tuning your writing has three steps. The first step is called *revising*. During this step you look at what you have said and the way in which you have said it. Not until you have tuned your message are you ready for step two: *editing*. During the editing stage you check your grammar, punctuation, and spelling. Lastly, after your writing says what you intend and uses correct English, you are ready for the final step: *proofreading*. During this step you check for typos, omitted words, misspellings, or any other “accidents” on the page. This is your final look to make sure everything is just right. When you have completed these three steps, you are ready to deliver your writing to your audience.

These three steps are used by all different levels of writers. Even professional writers don’t get it right in their very first draft. Writing is a process, and good writing is adjusted until its message is clear, persuasive, and error free.



The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**

LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.

LA.B.1.4.2 Draft and revise writing that

- is focused, purposeful, and reflects insight into the writing situation;
- has an organizational pattern that provides for a logical progression of ideas;
- has effective use of transitional devices that contribute to a sense of completeness;
- has support that is substantial, specific, relevant, and concrete;
- demonstrates a commitment to and involvement with the subject;
- uses creative writing strategies as appropriate to the purpose of the paper;
- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.1.4.3 Produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effects; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts and illustrations, in both standard and innovative forms.

LA.B.2.4.2 Organize information using appropriate systems.

LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.

- **Select and use appropriate language for effective visual, oral, and written communication.**

LA.D.1.4.2 Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.

- **Use the research and critical inquiry processes to prepare documents and oral presentations.**

LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.



Suggestions for Enrichment

1. Award bonus points to students who can find and bring spelling, punctuation, or grammar mistakes in the mass media to discuss in class.
2. Encourage students to use technology to help them proofread. Most software comes with spell checkers and grammar checkers. Usually, the program will require students to choose a correct replacement, so they will still need to actively participate in the revisions.
3. Create a proofreading assembly line. Ask each student, or pairs of students, to proofread according to strengths.
4. Keep a file for students on peer experts, tutors, and sources to help them proofread their work.
5. Emphasize writing and content on the first and second drafts. Expect grammatical revision later in the process.
6. At the beginning of a grading term, provide a list of spelling words for that term, thus giving students with a longer learning curve more time with each week's words. (This also provides students an opportunity to review words learned previously during the grading term.)
7. Limit the number of words to only 10 or 15 per week. On 15-word spelling tests, have students circle 10 of the words that they want to be graded as their test.
8. Give students some simple sentences and ask them to rewrite them as compound sentences. Review the use of coordinating conjunctions in writing compound sentences using the FAN BOYS*—for, and, nor, but, or, yet, so.

* The Sentence Writing Strategy (using FAN BOYS) in this document is based on the work of Dr. Jean B. Schumaker of the University of Kansas Center for Research on Learning (KU-CRL). This strategy is a part of the Strategic Instruction Model (SIM). To optimize student performance, teachers should first receive formal training in the use of the strategy from a certified SIM trainer.



9. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

*Choose an American hero or use the one from your research report. Your hero is running for city commissioner. First, create a **draft** of a **persuasive letter to the editor** of a local newspaper to convince the voters of the district to vote for your American hero. Make the length of the letter at least three paragraphs. Use editing, revising, and proofing skills to rewrite a **final copy**. Turn in both your draft and final copy.*



Keys

Application (pp.179-180)

Correct answers will be determined by the teacher.

Application (pp. 182-183)

Correct answers will be determined by the teacher.

Application (pp. 185-186)

Correct answers will be determined by the teacher.

Application (pp. 188-189)

Correct answers will be determined by the teacher.

Application (pp. 190-191)

Correct answers will be determined by the teacher.

Application (pp. 192-193)

Correct answers will be determined by the teacher.

Application (p. 195)

Correct answers will be determined by the teacher.

Practice (p. 197)

Correct answers will be determined by the teacher.

Application (p. 198)

Correct answers will be determined by the teacher.

Practice (p. 201)

Correct answers will be determined by the teacher.

Practice (p. 202)

Correct answers will be determined by the teacher.

Application (pp. 203-204)

Correct answers will be determined by the teacher.

Practice (p. 206)

Correct answers will be determined by the teacher.

Practice (p. 208)

Words to be circled are

1. for instance
2. Later
3. As a result
4. Today

The correct order is 4, 1, 3, 2

Practice (p. 212)

1. I, S
2. I, S
3. C
4. I, V
5. I, S
6. C
7. C
8. I, V

Practice (p. 214)

Correct answers will be determined by the teacher.



Keys

Practice (p. 215)

Correct answers will be determined by the teacher.

Practice (p. 218)

1. Everyone
2. cars
3. desserts
4. None
5. a sun screen
6. One
7. Each
8. family
9. The students
10. Most of the cakes

Practice (p. 221)

1. thought, thought
2. speak, spoken
3. tore, torn
4. got, gotten
5. lie, lain
6. feel, felt
7. shut, shut
8. saw, seen
9. draw, drew
10. hanged or hung, hanged or hung
11. dive, dove
12. lose, lost
13. was, been
14. lay, laid
15. eat, ate
16. went, gone
17. write, wrote
18. hook, shaken
19. think, thought
20. chose, chosen

Practice (p. 222)

Words to be circled are came, discovering, has, lain, limped, bleed, confuse, has, involve, does, done, is, begun, began, began, is, needed, following.

Imagine that you are driving down an empty highway. As you come over a rise, you discover a car accident. A few people have been thrown from their cars and lay down on the side of the road. A few other people are limping around, but they are bleeding and confused. A few others seem unhurt and may not have been involved in the accident. What do you do? If you are like most people, your heart will begin to beat very fast and your adrenaline will begin pumping. You will begin to feel your body ready itself to respond to this medical emergency. To help those who are injured, you will need to keep your head and follow a plan.

Practice (p. 225)

1. lights
2. essays
3. beliefs
4. eyes
5. copies
6. forties
7. sashes
8. trenches
9. leaves
10. sixes
11. pianos
12. trouts
13. wives
14. roofs
15. countries
16. patios
17. twins
18. heroes
19. Chinese
20. editors-in-chief



Keys

21. children
22. brushes
23. mice
24. tens

Practice (p. 229)

1. She
2. They
3. He
4. It
5. They

Practice (p. 232)

1. Jason's; friend's; spring's; everyone's
2. Sharieka's; school's; brother's
3. year's; somebody's
4. Sharieka's
5. people's

Practice (p. 235)

1. Orlando
3. Monica
4. Mexico
5. Miami Dolphins
7. Charles
8. Burger King
9. President Lincoln
10. IRS
12. America
14. Veteran's Day
15. November
16. Chevrolet
17. English
19. Dr. Shaw
20. Colorado River

Practice (p. 236)

Words to be circled are Alaska, United, States, United, States, Secretary, State, William, Seward, Alaska, Russia, Secretary, Seward, Alaska, Some, Alaska, They, Seward's, Alaska,

Seward's, Folly, Seward's, Icebox, Public, Alaska, Alaska, United, States, It.

Practice (p. 239)

1. As pots, pans, and dishes clattered to the floor, Tyrone darted from the family room to see what had happened in the kitchen.
2. My cousin Mark is, in his opinion, a genius in math. The teachers, oddly enough, do not share his opinion about his math aptitude.
3. "Kenny, for goodness sakes," Mother shouted. "Turn down the CD player or the neighbors will be banging on the walls again!"
4. We intended to stay in Tampa, Florida from Tuesday, June 26, to Saturday, June 30.
5. "Yes, Janice, Uncle Luis is a professor of English literature at Florida Atlantic University, which is in Boca Raton, Florida," said my father.
6. An athlete in training, who breaks the coach's training rules, soon slips from top condition, a lapse which is not fair to the rest of the team.
7. Although the movie was said to be good by the critics, the public did not like it and refused, therefore, to recommend it to their friends.
8. "Let's hear your idea," replied Ann, "because you came with such good ones for the science, history, and English projects."
9. Joyce said to Herman, "If you find it impossible to attend the Student Council meeting, Anita, who was elected an alternate delegate, will attend in your place."
10. Leaning over the ship's rail, Ricky, the ship's captain, watched the flying fish skip along the waves.



Keys

Practice (p. 240)

1. Who's; Christopher's
2. student's; wasn't
3. girl's
4. worker's
5. student's; 95's
6. Jenny's
7. school's; isn't
8. boat's
9. Aren't; tree's
10. brother-in-law's
11. Smith's
12. boy's
13. Won't; Wilma's
14. They're; Kaladaa's; Sharieka's
15. George's
16. You're; p's

Practice (p. 241)

1. situation;
2. meeting;
3. issues:
4. following:
5. easy;
6. hour;
7. members:
8. discovered:
9. message;
10. words:
11. year:
12. club;

Practice (p. 246)

Words to be circled are President, against, government, relief, too, giving, two, dutty, governments, an, charitys, poeple, wold, becom, week, recieved, form, federl, beleived, persin, responseble, takeing, hisself, Hi's, nown, ruged

President Hoover was against the idea of direct government relief to the people. He argued that giving relief to the needy was the duty of state governments and charities. He feared people would become weak if they received help from the federal government. Hoover believed each person was responsible for taking care of himself or herself. His way of thinking is known as "rugged individualism."

Practice (p. 249)

Correct answers will be determined by the teacher.

Application (p. 251)

Correct answers will be determined by the teacher.

Unit Assessment (p. 29TG)

Correct answers will be determined by the teacher.



Unit 5: Listening, Viewing, Speaking—Send and Receive the Message

Overview

You use speech every time you talk to your classmates and friends, your teacher, your parents, and others with whom you come into contact on a day-to-day basis. Speech helps you get your point across in class. It makes it possible for you to share confidences with a friend or ask your parents for a favor. It's especially important when it is time to look for a job.

Since you've been using speech since you were a small child, you may take it for granted by now. Have you ever thought about what a difference good speaking skills can make in your life? For instance, have you ever tried to speak in front of a large group and suddenly lost your nerve or gotten tongue-tied trying to explain yourself to a prospective employer? Good speaking skills can be learned and developed, but like everything they take a certain amount of practice.

This unit will offer tips on how to feel confident and comfortable when speaking in front of a group. You will learn techniques for making effective oral presentations, using body language, eye contact, and voice inflection. You will also learn how to use visual aids to enhance your presentation. This is a unit on listening and viewing as well as speaking, so you will study useful and respectful ways to participate in class discussions and debates. Anyone can take the floor and speak in a discussion. However, a good participant knows how to enhance a discussion by being a good speaker and a good listener.

Listening and speaking are not just important skills for the classroom. This unit will also help prepare you for job interviews. You'll learn what to listen for in an interview, how to respond to questions and how to convey your best qualities through verbal and nonverbal means. Effective speaking and listening skills are qualities that will serve you for a lifetime.



The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- **Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.**
 - LA.C.1.4.3 Use effective strategies for informal and formal discussions including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.C.3.4.1 Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.
 - LA.C.3.4.2 Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).
 - LA.C.3.4.3 Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.
 - LA.C.3.4.4 Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.
 - LA.C.3.4.5 Develop and sustain a line of argument and provide appropriate support.
- **Select and use appropriate language for effective visual, oral, and written communication.**
 - LA.D.1.4.2 Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.
 - LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
 - LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.
- **Demonstrate understanding of the ways that history, culture, and setting influence language.**
 - LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.3 Understand that there are differences among various dialects of English.
 - LA.D.2.4.1 Understand specific ways in which language has shaped the reaction, perceptions, and beliefs of the local, national, and global communities.
- **Use the research and critical inquiry processes to prepare documents and oral presentations.**
 - LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.



Suggestions for Enrichment

1. Videotape performances whenever possible, since it is important for students to actually see their attempts at oral presentation in order for them to evaluate and improve upon their performance.
2. Videotape class discussions. Initially, the teacher many want to act as moderator, calling on speakers in order to get all students involved. Allow students to watch and comment on their own effectiveness as a speaker.
3. Have students speak for short periods of time on topics with which they are knowledgeable and feel comfortable.
4. Use one-on-one discussions on an assigned topic followed by each person summarizing their partner's position to the class.
5. Permit students to discuss their feelings about a recent news story or an existing school situation or problem which has generated wide interest. This will create an environment conducive to sharing.
6. Hold debates, forums, or mock talk shows.
7. Have students listen to an editorial and comment on what was said or how they feel about what was said.
8. Have students model good examples of speech—enunciation, pronunciation, volume, tempo, and pitch. After reading the section on body language, have the students demonstrate good examples of posture, eye contact, facial expression, and hand gestures. Give students a paragraph which they can memorize and use for the demonstrations. Videotape the results.
9. Have students see how many different meanings they can give to selected sentences by stressing particular words. Two examples of sentences that will convey different meanings depending on voice inflection are: "Are you talking to me?" and "Did you pass that test?" Have a competition in the class to see who can create the most variations and declare a winner.



10. Give students a paragraph and enough time to become familiar with the content. (Begin by reading it to them several times.) Have each student read the paragraph aloud. Another student should time the speaker and determine the number of words per minute. Give feedback on reading rate. Allow students whose initial effort was much too slow or fast a chance to repeat. This will allow each student to experience the best reading rate.
11. Try to give listeners further responsibility. Have listeners evaluate different aspects of oral presentations using all or parts of the forms used in the unit. (Example: see student page 268.) Before each presentation, tell listeners what elements you would like for them to evaluate. Discuss evaluations following each presentation.
12. Have students choose several advertisements from the classified job advertisements. Ask them to frame questions for the different jobs. Put them in pairs and have them conduct mock interviews.
13. Ask students to choose a company for which they would like to work. Have them research the company through the library and the Internet. Ask them to call the personnel office and get an application. Have them fill out the application and then hand to another student to critique.
14. Have students write a job description for their ideal job. Then have them write a five-step plan as to how they could get that job.
15. Ask students to write a paragraph describing their life five years from now and then one describing their life 10 years from now.
16. Have students get together in groups to form imaginary companies. Then have them write advertisements for an employee. Other students may apply for the job. Have them choose to hire someone and then write a report justifying their reasons for hiring that person.
17. Put a historical figure on trial. Have the students play the role of attorneys, jurors, and judge.
18. Allow students to create their own topics for debate. Ask some students to serve as audience members and then to evaluate the debaters in a constructive manner.



19. Show students a video tape of a political debate and then ask students to write a paper, detailing the techniques and methods that the debaters used.
20. Ask students to bring in articles that have opposing points of view on a topic from their local newspaper and then to fashion a debate from the articles.
21. Create a grab-bag of topics. Have students select a topic from the grab-bag. Give them five minutes to prepare a three-minute speech about the topic.
22. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Write an **expository speech** for an audience of middle school students. Choose one of the following two topics: **effective presentation skills** or **good class discussion skills**. Make the length of the speech at least three paragraphs. Edit the speech and turn in the final copy.



Keys

Practice (p. 265)

1. going to
2. have to
3. could have
4. want to
5. getting ready to go
6. swimming
7. will you
8. what do you have
9. would you
10. got your

Practice (p. 266)

Correct answers will be determined by the teacher.

Practice (p. 267)

Correct answers will be determined by the teacher.

Application (p. 268)

Correct answers will be determined by the teacher.

Application (p. 269)

Correct answers will be determined by the teacher.

Application (p. 272)

Correct answers will be determined by the teacher.

Application (p. 273)

Correct answers will be determined by the teacher.

Application (p. 274)

Correct answers will be determined by the teacher.

Practice (p. 279)

Correct answers will be determined by the teacher.

Application (p. 280)

Correct answers will be determined by the teacher.

Practice (p. 287)

Correct answers will be determined by the teacher.

Application (p. 288)

Correct answers will be determined by the teacher.

Unit Assessment (p. 40TG)

Correct answers will be determined by the teacher.



Keys



Unit 6: Literature—The Language of America

Overview

We learn about American literature in school, and often it can seem distant from us—unconnected to our lives. What does Nathaniel Hawthorne have to do with the price of CDs or who just broke up with us? Different people relate to literature in different ways. Maybe your family just got here from India and you are learning the history of America through its literature or maybe your ancestors were on the Mayflower and you are learning to appreciate your American heritage through literature. Either way, the forces that shaped our literature influence what it means to be American today. Our literature is one thing we have in common as Americans. Literature is a source of universal themes. Injustice, individualism, adventure, love, growing up, and death are things we can relate to, no matter when they take place.

American literature, the focus of this unit, provides you with an opportunity to understand how the facts you are learning in American history have been important in shaping who and what you are today. Many textbooks containing American literature present the selections in chronological order. As the editors arrange these selections, they group them into literary periods. Each of these literary periods has been shaped and influenced by the events that are happening in the country at the time. There are definite characteristics of each period and readers can easily see how history has affected literature. Studying a variety of literary works from each period can give us much insight into the character and personality of the people who lived during these respective ages.

In this unit you will also learn about the differences between fiction and nonfiction. This unit will also cover universal themes and different time periods in American literature such as the New World, the Age of Exploration, the Age of Revolution, the Age of Self Awareness—Romanticism and Gothic, the Civil War Period, the Exploration of the Frontier—Realism, the Modern Age, and the Contemporary Age.



The chart below lists the *Sunshine State Standards: Language Arts* and corresponding benchmarks addressed in this unit.

Curriculum Framework: Unit Benchmarks

- **Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.**
 - LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.A.2.4.3 Describe and evaluate personal preferences regarding fiction and nonfiction.
- **Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.**
 - LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.1.4.2 Draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;
 - demonstrates a mature command of language with precision of expression;
 - has varied sentence structure; and
 - has few, if any, convention errors in mechanics, usage, punctuation, and spelling.
 - LA.B.2.4.2 Organize information using appropriate systems.
 - LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
- **Select and use appropriate language for effective visual, oral, and written communication.**
 - LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.
- **Demonstrate understanding of the ways that history, culture, and setting influence language.**
 - LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.
 - LA.D.1.4.3 Understand that there are differences among various dialects of English.
 - LA.D.2.4.1 Understand specific ways in which language has shaped the reaction, perceptions, and beliefs of the local, national, and global communities.
- **Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.**
 - LA.E.1.4.2 Understand why certain literary works are considered classics.
 - LA.E.1.4.5 Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.
 - LA.E.2.4.1 Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.2 Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.
 - LA.E.2.4.3 Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.
 - LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.



continued

LA.E.2.4.5 Analyze the relationship among author's style, literary form, and intended impact on the reader.

LA.E.2.4.6 Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.

LA.E.2.4.7 Examine a literary selection from several critical perspectives.

LA.E.2.4.8 Know that people respond differently to texts based on their background knowledge, purpose, and point of view.

• **Use the research and critical inquiry processes to prepare documents and oral presentations.**

LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions.

LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.



Suggestions for Enrichment

1. Ask students to write a short, informal response paper on their favorite short story. How does it connect with their own lives? Do any of the characters remind them of people they know? What did it make them think about?
2. Ask students to turn their favorite story or poem into a comic strip.
3. Have students select their favorite line from a story or poem in the unit. Now have them write a poem with that line either as the title of their poem, the last line, or the first line.
4. Have students select their favorite line from a story or poem in the unit. Cut magazine pictures out and have students choose an image to go with the line. Have the students make a collage including the text with the image.
5. Have students select one of the stories or poems in the unit and rewrite it, putting themselves in the story.
6. Have students choose a selection from the unit—either a story or poem, and change it to a modern setting. Make sure they include modern details—much as the movie *Romeo and Juliet* did in its remake.
7. Break students into groups and have each group in charge of a period in American history. Have them copy paintings and photographs out of books and do a visual time line—with pictures of each writer next to paintings or photographs from that period of time. See your school’s art teacher for help in collecting art work from specific time periods and/or assistance with Discipline-Based Art Education (DBAE).
8. Break students into groups and have students create a tune or a beat to sing to one of the poems and then present their “song” or “rap” to the rest of the class.
9. Have students write an “experimental” modernist poem, in free verse, about something important to them: a local team, their friends, their dog, etc.



10. Write several universal themes on a piece of paper and pass them out. (For example: “Death comes to all of us,” “Growing up is a challenge,” “Words of wisdom from someone with experience can help us find our way,” “True love transcends,” “The bonds of family help us survive,” etc.) Make sure several students get the same universal theme. Then have students free-write about their ideas on this universal theme and how they, or people they know, have experienced it or even how this universal theme appears in books they’ve read or movies they’ve seen. Divide the students into groups according to who has the same universal theme and have them read each other’s. Then ask them to free-write about differences and commonalties in each person’s free-write.
11. Have students make up a “Cosmopolitan Magazine” quiz called “Are you Gothic or Romantic or both?” based on the definitions and poems included in the unit. For example, a survey question might be, “Would you rather spend time alone in a cemetery or in a rose garden?” Have the students administer their “quiz” to their classmates.
12. Ask students to write a skit where characters from different time periods interact. Have them try to write their characters using the speech and perspective of the characters from history. For example, perhaps the narrator of the poem “Annabel Lee” and Magic Johnson are trying to help Linda Brent escape north.
13. Sponsor a poetry slam. Have students find a poem in American history and present it orally to the rest of the class. Tell them to look for a poem that means something to them and see if they can translate that meaning orally. Have the students vote which poem is the most powerful and ask them to explain why it affects them.
14. Ask students to research a writer from American history. See if the student can make connections between the writer’s life and what she wrote—ask them to “psychoanalyze” the writer. Have them write mini-biographies with their analysis.
15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Read the directions below. Choose three to answer on your own paper.

1. Fiction and Nonfiction

Which do you prefer, fiction or nonfiction? Choose three stories, poems, or movies as examples and write a short essay to support your choice.

2. Universal Themes

Choose a story or poem from the unit that has a universal theme in common with a movie with which you're familiar. Write a short essay explaining the universal theme in both works.

3. New World and the Age of Exploration

Write a short essay about Puritan and Native American attitudes toward nature and God. Include at least two similarities and two differences in their attitudes.

4. The Age of Revolution

Write a short essay about the American struggle for our rights as it is reflected in American literature. Start with the letter from Abigail Adams to her husband and use two other examples from other time periods in the unit that deal with the issues of rights.

5. The Civil War Period

Write an essay about slavery and the Civil War and how the stories, poems, essays, and letters reflected the attitudes of the time period.



6. The Modern Age - Modernism

Compare the poems “Buffalo Bill ‘s” by E. E. Cummings and the poem “A Psalm of Life” by Henry Wadsworth Longfellow from an earlier time period in American literature. Write a short essay telling how literature has changed with the ideas of modernism.

7. The Contemporary Age

“America has always been a multicultural society.” Do you believe this statement to be true or not? Write a short essay using at least three examples from American history and from contemporary literature to support your answer.





Keys

Practice (p. 296)

1. N
2. F
3. N
4. N
5. F
6. F
7. F
8. N
9. N
10. N

Practice (pp. 297-298)

1. fiction; the characters are animals who cannot speak and the events could not have really happened
2. Correct answer will be determined by the teacher.
3. Correct answer will be determined by the teacher.

Application (p. 299)

Correct answers will be determined by the teacher.

Practice (pp. 303-304)

1. first person point of view
2. dramatic irony
3. dialect
4. tone
5. theme
6. mood
7. narrator

Application (p. 307)

Correct answers will be determined by the teacher.

Practice (pp. 312-313)

Correct answers will be determined by the teacher.

Practice (pp. 314-315)

Correct answers will be determined by the teacher.

Practice (pp. 316-317)

1. c.
2. a.
3. d.
4. a.
5. c.
6. c.

Application (p. 320)

Correct answers will be determined by the teacher.

Practice (p. 324)

Correct answers will be determined by the teacher.

Application (p. 325)

Correct answers will be determined by the teacher.

Application (p. 330)

Correct answers will be determined by the teacher.

Practice (p. 334)

Correct answers will be determined by the teacher.

Practice (p. 337)

Correct answers will be determined by the teacher.



Keys

Application (pp. 338-340)

Correct answers will be determined by the teacher.

Practice (pp. 341-342)

Correct answers will be determined by the teacher.

Application (p. 343)

Correct answers will be determined by the teacher.

Practice (pp. 345-347)

Correct answers will be determined by the teacher.

Application (pp. 348-349)

Correct answers will be determined by the teacher.

Practice (p. 354)

Correct answers will be determined by the teacher.

Practice (p. 358)

Correct answers will be determined by the teacher.

Practice (pp. 359-364)

Correct answers will be determined by the teacher.

Application (p. 365)

Correct answers will be determined by the teacher.

Application (p. 373)

Correct answers will be determined by the teacher.

Unit Assessment (pp. 48-49TG)

Correct answers will be determined by the teacher.

Appendices

Instructional Strategies

Classrooms draw from a diverse population of talent and potential. The challenge is to structure the learning environment so that each student has a way to benefit from his or her unique strengths. Instructional strategies that couple student strengths with diverse learning needs are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an “expert” and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups develop expertise on the material and then plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine a particular topic. Have the students discuss various points of view concerning the topic. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students will articulate their view points.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas related to a topic. Accept all contributions without initial comment. After the list of ideas is finalized, have students categorize, prioritize, and defend selections.

Free Writing—to express ideas in writing.

Have students reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K–W–L (Know–Want to Know–Learned)—to structure recalling what is known about a topic, noting what is wanted to be known, and finally listing what has been learned and is yet to be learned.

Before engaging in an activity, list on the board under the heading “What We Know” all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, “What We Want to Know.” As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K–W–L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

“What I Think”

“What I Learned”

“How My Thinking Has Changed”

Interviews—to gather information and report.

Have students prepare a set of questions in a format for an interview. After conducting the interview, have students present their findings to the class.

Cloze—to replace words or phrases that have been eliminated from a sentence or paragraph.

Eliminate a word or phrase from a sentence and have students complete the sentence with a word that “makes sense.” You may select random words or a specific part of speech, or even provide the initial letter of the word.

Read and Retell—to retell a passage as remembered.

Have students read a passage either as a class, small group, in pairs, or alone. Then ask students to retell the passage as they remember it either orally or in writing.

Dialogue Journals—to hold private conversations with the teacher or share ideas and receive feedback through writing; can be conducted by e-mail.

Have students write on topics on a regular basis, responding to their writings with advice, comments, and observations in written conversation. You may have students read a novel or biography and respond to the conflict and its resolution.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form; these may be concrete, like the map of a character’s travels and important places he or she visited, or may be abstract, like the model of the relationships between characters in a story.

Have students create a concrete product that represents an abstract idea or a simplified representation of an abstract idea.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept they learned, comments on the learning process, questions or unclear areas, and interest in further exploration. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then define the characteristics of possible solutions, which they research. Have them choose a solution that best fits the criteria stated in the definition of solutions and then test the solution. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

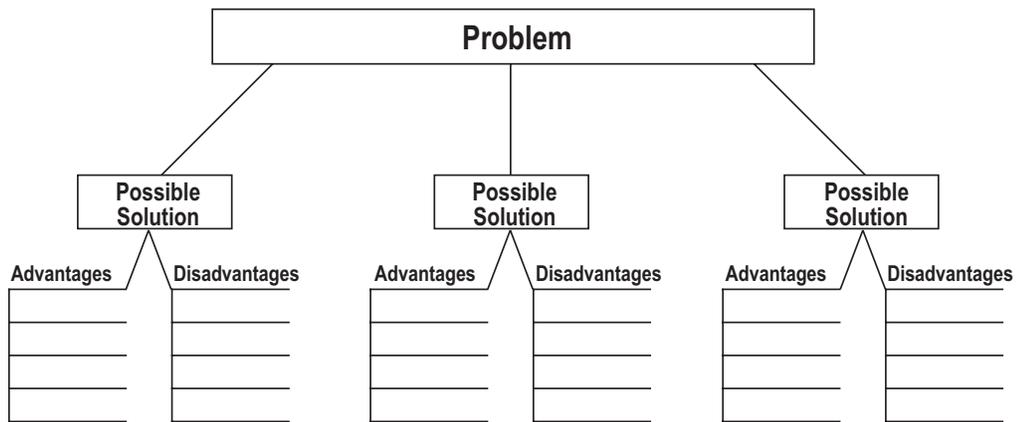
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the “life and times” of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

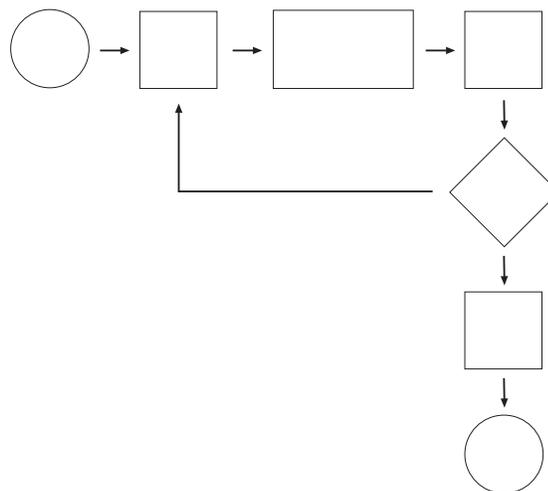
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



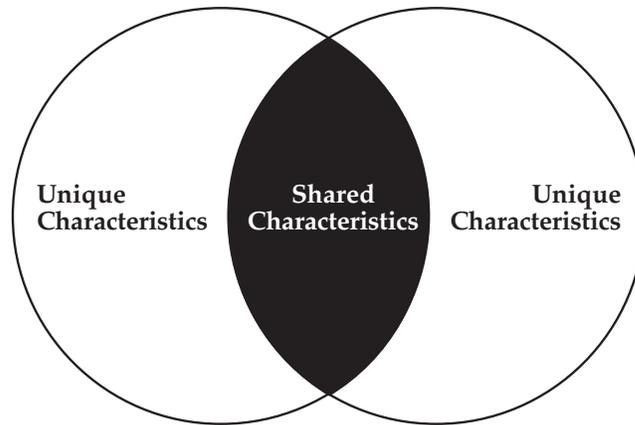
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



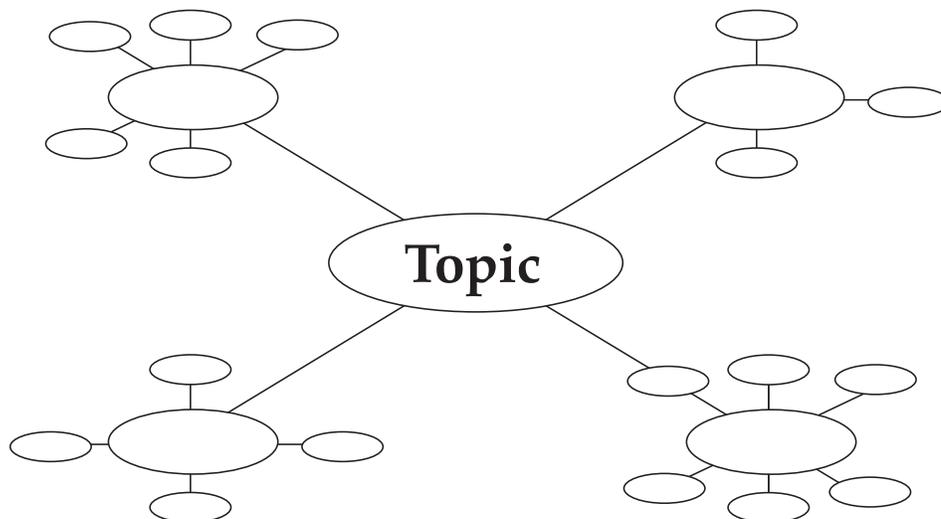
Venn Diagram: analyzes information representing the similarities and differences among, for example, concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



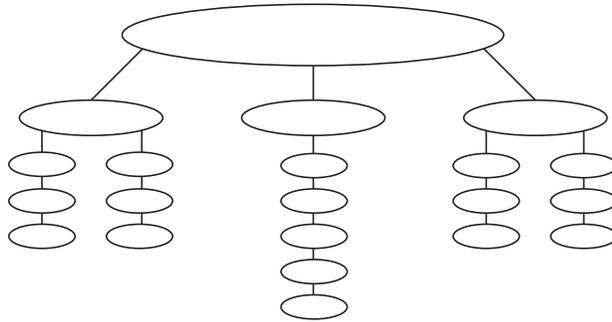
Webbing: pictures how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students’ learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

<p>Written Presentations</p> <ul style="list-style-type: none"> • expressive (diaries, journals, writing logs) • transactional (letters, surveys, reports, essays) • poetic (poems, myths, legends, stories, plays) <p>Representations</p> <ul style="list-style-type: none"> • maps • graphs • dioramas • models • mock-ups • displays • bulletin boards • charts • replicas <p>Oral Presentations</p> <ul style="list-style-type: none"> • debates • addresses • discussions • mock trials • monologues • interviews • speeches • storytelling • oral histories • poetry readings • broadcasts 	<p>Visual and Graphic Arts</p> <ul style="list-style-type: none"> • murals • paintings • storyboards • drawings • posters • sculpture • cartoons • mobiles <p>Performances</p> <ul style="list-style-type: none"> • role playing, drama • dance/movement • reader's theater • mime • choral readings • music (choral and instrumental) <p>Media Presentations</p> <ul style="list-style-type: none"> • films • slides • photo essays • print media • computer programs • videotapes and/or audiotapes
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Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

Have students explore the concept, behavior, or skill with hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to observe, study, and participate in a setting off the school grounds, using the community as a laboratory.

Plan and structure the field experience with the students before the visit. Engage in follow-up activities after the trip.

Language Experience Approach—to elicit an orally described experience.

Plan a shared experience for the class. Have students describe the experience as a designated student (or the teacher) records what is said. Next, have students read the story aloud and then use it as a basis to engage in various teacher-planned activities, both oral and written.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect the efforts to reform and enhance education. The following pages contain unit teaching suggestions of sample performance descriptions for students to demonstrate achievement of benchmarks.

Technology and Writing

1. Have students summarize information in the form of outlines, written summaries, graphs, charts, and tables, using systems such as indexing, filing, and databases.
2. Have students produce written reports that demonstrate knowledge of different presentational formats for print, quantitative, and graphic information that are visually appealing and that are appropriate for the intended audience.
3. Have students integrate research notes into an electronic database, array data on an electronic spreadsheet, and use graphs to enhance writing.

Reading

1. Have students keep a journal of questions about texts read.
2. Using several prereading strategies, have students write notes about expected content, purpose, and organization of a text to be read. Then after reading the text, have students discuss which strategies were the most effective with other students in small groups.
3. Have students keep a log of materials read outside of class and use the log to identify personal preferences regarding fiction and nonfiction.
4. Have students design an effective resume on a computer in response to a job advertisement.

5. Have students maintain a portfolio as an assessment tool that illustrates growth over time.

Writing

1. Have students create a matrix to record and sort facts before writing a report on, for example, marine life in the Apalachicola Bay.
2. Have students revise word choice to add precision and clarity and to avoid repetition in an essay that compares and contrasts realism and naturalism.
3. Have students maintain a portfolio as an assessment tool that shows progress in the various drafts of specific pieces of writing.
4. Have students create a resume to be sent to a personnel office or a college registrar, using available word-processing tools to check spelling, sentences formation, and grammar.
5. With the students in a small group, have students collect information from the Internet, interpret quantitative data correctly, and construct graphs comparing corporate profits in the publishing industry with the corporate profits in the broadcast industry.
6. Have students write a letter to the governor that includes statistics to persuade him or her not to (or to) act on an issue, for example not to (or to) increase the state's speed limit.

Listening, Viewing, Speaking

1. With others in a small group, have students discuss favorite books and authors, then choose a new selection to read based on books and authors that other group members have recommended.
2. Have students watch a subtitled foreign film and discuss with other students how people from different cultures use different gestures.

Language

1. Have students role-play a first meeting with other students or adults and then role-play a more formal interaction in a job interview.
2. Have students recognize and appropriately use denotation and connotation in literary, informational, or technical writing.
3. Have students rewrite political documents or literary works, such as the Declaration of Independence or Hamlet's "To Be or Not to Be" soliloquy, in colloquial language to demonstrate an understanding of the concepts and principles in the document.
4. Have students read literary works by authors from different regions of America and from different socioeconomic classes and discuss with other students the various dialects of English the authors use and why they are different.
5. Have students analyze the last two State of the Union addresses and explain how analogies, imagery, and other comparisons provide insight into the speaker's motives and opinions.
6. Have students consider whether their own writing takes into account the interests and backgrounds of intended or potential readers and uses personal reflection and voice to connect with known audiences such as friends, parents, or teachers.
7. Have students use and critically analyze the effects of specific production elements on the advertising of products and then observe and report these effects on different audiences, such as senior citizens and college-age people, or different cultural groups.
8. Have students use multimedia technology to integrate pictures, text, and sound into presentations about a topic of personal interest.

Literature

1. Have students select a universal theme and then conduct a search for examples of fiction, poetry, and drama from various cultures that focus on this theme.
2. Have students rewrite a short story as a one-act play and reflect on the ways in which the content of the story changed when translated into a play.
3. Have students participate in a class project in which small groups of students research how a text is viewed according to a certain perspective (such as feminist, historical, psychoanalytical, and various cultural perspectives) and present their perspectives to the class.
4. Have students select a work that people have read for generations and research the different ways that people have interpreted it and responded to it over the years.
5. Have students read poems aloud to themselves, select a passage that is particularly compelling, and write an essay explaining how the poet uses sounds and images in the passage.

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and diverse learning needs to be successful in school as well as any other placement. The specific strategies may be incorporated into the Individual Educational Plan (IEP) or 504 Plan as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Note that student may need frequent breaks for relaxation and small talk.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Note that student may leave class to attend the ESE support lab.

Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion. Question student to help focus on important information.

Help highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possible frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive, inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas and to help. ("The next important idea is...")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help students remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide Parallel Alternative Strategies for Students (PASS) materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Encourage a high quality of work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Make specific comments to correct responses on written or verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items and student or teacher selects specific number. Give oral examinations and quizzes.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Arrange to offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to restate assignment directions and due dates.
- Additional accommodations may be needed.

Testing Modifications

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with allotted time to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral reports, making bulletin board, poster, audiotape, demonstration, all notes on chapters, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

Evaluation Criteria Modifications

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (i.e., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of grading into next grading period.
- Additional accommodations may be needed.

SAT Vocabulary Word List

Below is a list of words which occur most frequently on the SAT.

aberrant	arrogant	celestial
abstain	articulate	censor
abstruse	ascetic	censure
accolades	ascribe	chaos
acquiesce	assuage	cherubic
acute	atheist	chronic
adage	atrophy	circumlocutory
admonish	augment	clemency
adroit	auspicious	coalesce
adulterate	autocrat	coddle
adversity	aversion	coerce
advocate	babble	cognizant
aesthetic	banal	commensurate
affable	barren	compatible
aggressive	belittle	competent
alienate	belligerent	complacent
alleviate	benefactor	comply
alloy	benevolent	comprehensive
allusion	benign	concise
aloof	biased	congenital
altruistic	bizarre	conscientious
ambiguous	bland	contemplation
ambivalent	blasphemous	contempt
ambulatory	blithe	contend
ameliorate	blunder	contrite
amiable	bombastic	controversy
amity	brawny	copious
anarchy	brevity	corpulent
anecdote	brittle	corroborate
animosity	broach	credulous
annihilate	bureaucracy	crescendo
anonymous	cacophony	cynical
antagonist	cajole	dawdle
antidote	callous	dearth
apathy	callow	deceit
apocryphal	clamor	decorous
appease	candid	defer
arbitrary	capricious	definitive
arid	caustic	degrading

delectable
demise
deplete
deplore
depravity
deprecate
derision
desiccate
desist
desolate
despondent
despot
destitute
deter
deteriorate
detest
detriment
devious
didactic
diffident
digress
diligent
dilute
diminish
din
discern
discord
discreet
discursive
disdain
disgruntled
disinterested
disparage
disparity
disperse
disrepute
dissemble
dissonant
distended
distort
distraught
diversity
divert

divulge
dogmatic
drone
dubious
duplicity
dynamic
eccentric
ecstatic
edifying
efface
effervescent
elated
elicit
elucidate
elusive
emaciated
embellish
embezzle
emend
emulate
enervate
engender
enhance
enigma
enthrall
ephemeral
epitome
equivocate
eradicate
erratic
erroneous
erudite
esoteric
euphonious
evade
evoke
exacerbate
exasperated
exemplify
exigency
exorbitant
exorcise
expedient

expedite
explicit
expunge
extol
extraneous
extravagant
extricate
extrovert
facilitate
faction
fallacious
fallible
fanatic
fastidious
felicitous
fervent
fidget
fiendish
flagrant
flaunt
fledgling
flippant
flourish
forestall
formidable
frugal
furtive
garble
garner
glut
gratuitous
gravity
grovel
guile
gullible
hackneyed
harass
hedonism
heretic
heterogeneous
hierarchy
hone
hostile

hyperbole	irrevocable	paucity
hypocritical	jeopardize	perfunctory
hypothesis	labyrinth	peripheral
idiosyncrasy	laconic	perpetual
illusory	lament	persevere
immutable	languid	perspicacious
impassive	laudable	pertinent
impecunious	lethargic	pervade
impede	levity	pessimist
imperturbable	listless	petty
implicit	lofty	philanthropic
imply	luminous	philistine
impregnable	luxurious	pious
inadvertent	malicious	placate
incessant	mar	plagiarism
incisive	meander	platitude
incoherent	mediocre	plausible
incongruous	meticulous	pompous
indifferent	minuscule	ponderous
indolent	misconstrue	potent
induce	miser	pragmatic
inept	mitigate	precipitate
inert	mobile	preclude
infamous	munificent	precocious
infer	nefarious	preeminent
infiltrate	novice	premise
ingenuous	noxious	prestige
innate	nuance	pretentious
innocuous	nullify	prevalent
innovation	obese	procrastinate
inquisitive	objective	prodigal
insatiable	obscure	prodigy
inscrutable	obsolete	profuse
insinuate	obstinate	prolific
insipid	officious	propriety
insoluble	opulent	prosaic
insolvent	ostentatious	protracted
insurgent	pacifist	provincial
intemperate	pariah	provoke
intractable	parody	prudent
intricate	parsimonious	punctual
irascible	pathetic	pungent
irony	patronize	querulous

raconteur
rancid
ratify
rational
ravenous
raze
rebuttal
recalcitrant
redundant
refute
reiterate
rejuvenate
relegate
relevant
renegade
renovate
repository
reprehensible
reproach
repudiate
repulse
rescind
resilient
resourceful
respite
restrained
retaliate
reticent
retract
reverent
rigorous
ruthless
saccharine
sagacious
savory
scanty
scrupulous
scrutinize
sentimental
sequester
serene
servile

sever
skeptical
slothful
sluggish
sobriety
solemn
solicit
solvent
somber
sophisticated
soporific
sparse
spurious
squalid
squander
stagnant
steadfast
stoic
stringent
strut
stultifying
suave
subjective
subordinate
subtle
sullen
supercilious
superficial
superfluous
surly
surmise
surreptitious
susceptible
sycophant
symmetry
synonymous
tactful
taper
tardy
taut
tedious
tentative

terminate
tirade
torpid
tranquil
trivial
turgid
unanimous
unassailable
unceremonious
unflinching
unobtrusive
unprecedented
upbraid
vacillate
vagrant
valiant
valid
variegated
venerate
venturesome
verbose
verify
versatile
viable
vibrant
vicarious
vigilant
vigorous
vilify
vindicate
virtuoso
virulent
vivacious
volatile
voluminous
voracious
vulnerable
whet
zeal
zenith

Correlation to Sunshine State Standards

Course Requirements for English III-Course Number 1001370

These requirements include the benchmarks from the Sunshine State Standards that are most relevant to this course.

1. Use and monitor own reading processes effectively to construct meaning from a range of technical, informative, and literary texts.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.A.1.4.4 Apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.	2, 3, 6	
LA.A.2.4.3 Describe and evaluate personal preferences regarding fiction and nonfiction.	2, 6	
LA.A.2.4.4 Locate, gather, analyze, and evaluate written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	1, 2, 3	

2. Use writing processes effectively to communicate ideas and process information for various purposes, reflecting appropriate styles, format, and conventions of standard English.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.B.1.4.1 Select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.	1, 2, 3, 4, 6	
LA.B.1.4.2 Draft and revise writing that <ul style="list-style-type: none"> • is focused, purposeful, and reflects insight into the writing situation; • has an organizational pattern that provides for a logical progression of ideas; • has effective use of transitional devices that contribute to a sense of completeness; • has support that is substantial, specific, relevant, and concrete; • demonstrates a commitment to and involvement with the subject; • uses creative writing strategies as appropriate to the purpose of the paper; • demonstrates a mature command of language with precision of expression; • has varied sentence structure; and • has few, if any, convention errors in mechanics, usage, punctuation, and spelling. 	1, 2, 3, 4, 6	

Correlation to Sunshine State Standards

Course Requirements for English III-Course Number 1001370

Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.B.1.4.3 Produce final documents that have been edited for <ul style="list-style-type: none"> • correct spelling; • correct punctuation, including commas, colons, and common use of semicolons; • correct capitalization; • correct sentence formation; • correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effects; and • correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts and illustrations in both standard and innovative forms. 	4	
LA.B.2.4.2 Organize information using appropriate systems.	1, 3, 4, 6	
LA.B.2.4.3 Write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.	1, 3, 4, 5, 6	

3. Select and use appropriate speaking, listening, and viewing skills to clarify and interpret meaning in both formal and informal situations.

Benchmarks		
LA.C.1.4.3 Use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.	5	
LA.C.3.4.1 Use volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic.	5	
LA.C.3.4.2 Select and use a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences (including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations).	5	
LA.C.3.4.3 Use details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain.	5	
LA.C.3.4.4 Apply oral communication skills to interviews, group presentations, formal presentations, and impromptu situations.	5	
LA.C.3.4.5 Develop and sustain a line of argument and provide appropriate support.	5	

Correlation to Sunshine State Standards

Course Requirements for English III-Course Number 1001370

4. Select and use appropriate language for effective visual, oral, and written communication.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.D.1.4.2 Make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.	1, 3, 4, 5	
LA.D.2.4.2 Understand the subtleties of literary devices and techniques in the comprehension and creation of communication.	1, 2, 3, 4, 5, 6	
LA.D.2.4.3 Recognize production elements that contribute to the effectiveness of a specific medium.	1, 2, 4, 5	

5. Demonstrate understanding of the ways that history, culture, and setting influence language.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.D.1.4.1 Apply an understanding that language and literature are primary means by which culture is transmitted.	2, 5, 6	
LA.D.1.4.3 Understand that there are differences among various dialects of English.	2, 5, 6	
LA.D.2.4.1 Understand specific ways in which language has shaped the reaction, perceptions, and beliefs of the local, national, and global communities.	2, 5, 6	

Correlation to Sunshine State Standards

Course Requirements for English III-Course Number 1001370

6. Demonstrate understanding and respond aesthetically and critically to literature, including fiction, nonfiction, poetry, and drama.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
LA.E.1.4.2 Understand why certain literary works are considered classics.	6	
LA.E.1.4.5 Understand the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods.	6	
LA.E.2.4.1 Analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.	6	
LA.E.2.4.2 Understand the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme.	6	
LA.E.2.4.3 Analyze poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhythm, repetition, and alliteration.	6	
LA.E.2.4.4 Understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.	2, 6	
LA.E.2.4.5 Analyze the relationship among author's style, literary form, and intended impact on the reader.	2, 6	
LA.E.2.4.6 Recognize and explain those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts.	6	
LA.E.2.4.7 Examine a literary selection from several critical perspectives.	2, 6	
LA.E.2.4.8 Know that people respond differently to texts based on their background knowledge, purpose, and point of view.	2, 6	

Correlation to Sunshine State Standards

Course Requirements for English III-Course Number 1001370

<p>7. Use the research and critical inquiry processes to prepare documents and oral presentations.</p>		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
<p>LA.A.2.4.6 Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.</p>	1, 3, 4	
<p>LA.A.2.4.7 Analyze the validity and reliability of primary source information and use the information appropriately.</p>	1, 2, 3, 5	
<p>LA.A.2.4.8 Synthesize information from multiple sources to draw conclusions</p>	1, 2, 3, 6	
<p>LA.B.2.4.4 Select and use a variety of electronic media, such as the Internet, information services, and desktop-publishing software programs, to create, revise, retrieve, and verify information.</p>	1, 2, 3, 4, 6	

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Production Software

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- Adobe PhotoShop 3.0. Mountain View, CA: Adobe Systems.
- Macromedia Freehand 5.0. San Francisco: Macromedia.
- Microsoft Word 5.0. Redmond, WA: Microsoft.

