



## ARIZONA

### Writing Standards Grade 11

*Writer's Choice: Grammar and Composition Grade 11* © 2005

OBJECTIVES	PAGE REFERENCES
<b>Strand 1: Writing Process</b> Research has established the major steps of the writing process. These steps are identified in the five concepts of this strand, each supported with specific performance objectives. While all steps are needed and used by effective writers as they compose text, different skills may be emphasized in individual assignments. These steps may be used recursively as a piece moves toward completion. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress.	
<b>Concept 1: Prewriting</b> Prewriting includes using strategies to generate, plan, and organize ideas for specific purposes.	
<i>PO 1. Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, <b>graphic organizers</b>, record of writing ideas and discussion, printed material or other sources).</i>	SE: 56-58, 325 <i>Writing Process in Action 37</i> <i>Writing Activities 59, 333</i> <i>Listening and Speaking 59</i> <i>Journal Writing 141, 237</i> <i>Cross Curricular Activity 235</i> TWE: C 59, 333 MA 194
<i>PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</i>	SE: 64, 66 <i>Writing Process in Action 36, 100, 152, 194, 252, 306</i> <i>Journal Writing 64</i> <i>Writing Activities 67</i> TWE: JWT 65
<i>PO 3. Determine the intended audience of a writing piece.</i>	SE: 64-65, 272 <i>Writing Process in Action 36, 100, 152, 194, 252, 306</i> <i>Journal Writing 65</i> <i>Writing Activities 67</i> <i>Listening and Speaking 75</i> TWE: MIN 66
<i>PO 4. Establish a <b>controlling idea</b> appropriate to the type of writing.</i>	SE: 60-62 <i>Writing Process in Action 36-37, 100-101, 152-153, 194-195, 252-253, 306-307</i> <i>Journal Writing 61</i> <i>Writing Activities 63</i> TWE: MA 306
<i>PO 5. Use organizational strategies (e.g., outline, chart, table, graph, <b>Venn Diagram, web, story map, plot pyramid</b>) to plan writing.</i>	SE: 57, 330-333 <i>Journal Writing 179, 183, 187, 223, 229</i> <i>Writing Activities 333</i> TWE: MA 330 C 333

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<p>PO 6. Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</p>	<p>SE: 12-14  <i>Writing Starters</i> 57  <i>Journal Writing</i> 57, 65, 215, 233  TWE: JWT 13  MA 194</p>
<p>PO 7. Use <b>time management strategies</b>, when appropriate, to produce a writing product within a set time period.</p>	<p>Time management strategies are discussed:  SE: <i>Listening and Speaking</i> 19  TWE: LS 19  Time management strategies, once defined, can also be added for use with any of the <i>Writing Activities</i>.</p>
<p><b>Concept 2: Drafting</b>  Drafting incorporates prewriting activities to create a first draft containing necessary elements for a specific purpose.</p>	
<p>PO 1. Use a <b>prewriting plan</b> to develop the <b>main idea(s)</b> with supporting details.</p>	<p>SE: 72-74  <i>Writing Process in Action</i> 37, 101, 153-154, 196, 253-254, 307-308  <i>Writing Activities</i> 75  TWE: C 75</p>
<p>PO 2. Sequence ideas into a cohesive, meaningful order.</p>	<p>SE: 76-80, 82-84, 182-184, 222-224  <i>Journal Writing</i> 77  <i>Writing Activities</i> 81, 85  TWE: T 78</p>
<p><b>Concept 3: Revising</b>  Revising includes evaluating and refining the rough draft for clarity and effectiveness. (Ask: Does this draft say what you want it to say?)</p>	
<p>PO 1. Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</p>	<p>SE: 87, 118-119  <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308  <i>Writing Activities</i> 131, 225, 347  TWE: MIN 134</p>
<p>PO 2. Add details to the draft to more effectively accomplish the purpose.</p>	<p>SE: 74, 134, 180  <i>Writing Activities</i> 75, 135, 185, 217  <i>Writing Process in Action</i> 152-155  TWE: MIN 134</p>
<p>PO 3. Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>	<p>SE: 74, 180, 184  <i>Writing Activities</i> 75, 181, 185, 231  <i>Writing Process in Action</i> 196, 308  TWE: MIN 74  T 180</p>
<p>PO 4. Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</p>	<p>SE: 363  <i>Writing Process in Action</i> 85, 217, 225  TWE: MIN 134</p>
<p>PO 5. Add <b>transitional words</b> and phrases to the draft in order to clarify meaning or enhance the writing style.</p>	<p>SE: 82-84, 216, 230, 919  <i>Writing Activities</i> 85, 89, 217, 225  <i>Writing Process in Action</i> 102, 254  TWE: C 85</p>
<p>PO 6. Use a variety of sentence structures (i.e., <b>simple, compound, complex</b>) to improve sentence fluency in the draft.</p>	<p>SE: 82-83, 360-363, 538-541, 915, 922  TWE: EE 83  T 362, 363  C 541</p>

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<p><i>PO 7. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</i></p>	<p>SE: 86-88  <i>Checklist</i> 38, 87, 102, 154, 196, 254, 308  <i>Journal Writing</i> 87  <i>Writing Activities</i> 89  <i>Rubric</i> 344</p> <p>TWE: T 87  C 88</p>
<p><i>PO 8. Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</i></p>	<p>SE: 784-787  <i>Writing Activities</i> 135  <i>Using Computers</i> 251</p> <p>TWE: EE 787</p>
<p><b>Concept 4: Editing</b>  Editing includes proofreading and correcting the draft for conventions.</p>	
<p><i>PO 1. Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</i></p>	<p>SE: 90-93  <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309  <i>Listening and Speaking</i> 95  <i>Writing Activities</i> 221, 243</p> <p>TWE: MIN 92</p>
<p><i>PO 2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</i></p>	<p>SE: 784-785, 801  <i>Using Computers</i> 95, 247, 287, 297</p> <p>TWE: MIN 800</p>
<p><i>PO 3. Apply proofreading marks to indicate errors in conventions.</i></p>	<p>SE: 92  <i>Journal Writing</i> 93  <i>Writing Activities</i> 95</p> <p>TWE: MIN 92</p>
<p><i>PO 4. Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</i></p>	<p>SE: 90-91  <i>Checklist</i> 39, 91, 103, 155, 197, 255, 309  <i>Journal Writing</i> 91  <i>Writing Activities</i> 95  <i>Listening and Speaking</i> 95</p> <p>TWE: JWT 91</p>
<p><b>Concept 5: Publishing</b>  Publishing involves formatting and presenting a final product for the intended audience.</p>	
<p><i>PO 1. Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</i></p>	<p>SE: <i>Writing Process in Action</i> 103, 155, 197, 255  TWE: C 103, 235</p>
<p><i>PO 2. Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</i></p>	<p>SE: 236-238, 296, 349, 870-876, 882-886, 922  <i>Using Computers</i> 19, 31, 71, 131  <i>Writing Activities</i> 239</p> <p>TWE: MIN 296, 884</p>
<p><i>PO 3. Write legibly.</i></p>	<p>SE: 922  <i>Writing Activities</i> 23, 95  <i>Writing Process in Action</i> 103</p>

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<p style="text-align: center;"><b>Strand 2: Writing Components</b></p> <p>This strand focuses on the elements of effective writing. Good writing instruction incorporates multiple performance objectives into an integrated experience of learning for the student. Throughout the process, students should reflect on their own writing skills, set goals, and evaluate their own progress. The order of the concepts and performance objectives is not intended to indicate a progression or hierarchy for writing instruction. Instructional activities may focus on just one concept or many.</p>	
<p><b>Concept 1: Ideas and Content</b></p> <p>Writing is clear and focused, holding the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.</p>	
<p>PO 1. Maintain a clear, narrow focus to support the topic.</p>	<p>SE: 72-74, 140, 270-271, 299  <i>Writing Process in Action</i> 252-255  <i>Writing Activities</i> 301            TWE: LO 72</p>
<p>PO 2. Write with an identifiable purpose and for a specific audience.</p>	<p>SE: 64-66, 272, 295  <i>Writing Process in Action</i> 36, 100, 152, 194, 252, 306  <i>Cross Curricular Activity</i> 67  <i>Writing Activities</i> 67, 301            TWE: C 67</p>
<p>PO 3. Provide sufficient, relevant, and carefully selected details for support.</p>	<p>SE: 70, 132-134, 299  <i>Writing Activities</i> 135, 143, 185  <i>Writing Process in Action</i> 152-155, 194-197            TWE: LO 132</p>
<p>PO 4. Demonstrate a thorough, balanced explanation of the topic.</p>	<p>SE: 218-220, 226-230, 232-234, 240-242, 298-300  <i>Writing Activities</i> 221, 231, 235, 243, 287, 301            TWE: JWT 299</p>
<p>PO 5. Include ideas and details that show original perspective and insights.</p>	<p>SE: <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197  <i>Writing Across the Curriculum</i> 45, 110, 165, 207, 263, 321            TWE: MA 100</p>
<p><b>Concept 2: Organization</b></p> <p>Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.</p>	
<p><i>PO 1. Use a structure that fits the type of writing (e.g., letter format, <b>narrative</b>, play, essay).</i></p>	<p>SE: 182-184, 222-224, 226-230, 298-300, 918  <i>Writing Activities</i> 185, 225, 231, 301  <i>Writing Process in Action</i> 194-197            TWE: JWT 223</p>
<p><i>PO 2. Include a strong beginning or introduction that draws in the reader.</i></p>	<p>SE: 78-79, 271, 920-921  <i>Writing Process in Action</i> 36-39, 100-103  <i>Writing Activities</i> 243            TWE: T 78</p>
<p><i>PO 3. Place details appropriately to support the <b>main idea</b>.</i></p>	<p>SE: 70, 132-134, 299  <i>Writing Activities</i> 135, 185, 231, 243  <i>Writing Process in Action</i> 152-155, 194-197            TWE: LO 132</p>

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<i>PO 4. Use effective transitions among all elements (sentences, paragraphs, and ideas).</i>	SE: 82-84, 216, 230, 919 <i>Writing Activities</i> 85, 89, 217, 225 <i>Writing Process in Action</i> 102, 254 <i>Writing Across the Curriculum</i> 263 TWE: C 85
<i>PO 5. Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.</i>	SE: 76-77, 129-130, 216, 229, 270-271, 918-919 <i>Writing Activities</i> 131, 217, 273 TWE: T 130
<i>PO 6. Create an ending that provides a sense of <b>resolution</b> or closure.</i>	SE: 79-80, 234, 920 <i>Writing Process in Action</i> 36-39, 100-103 <i>Journal Writing</i> 79 <i>Writing Activities</i> 81, 235 TWE: T 79
<p><b>Concept 3: Voice</b> Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.</p>	
<i>PO 1. Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.</i>	SE: 589-590, 921-923 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 <i>Checklist</i> 38, 87 <i>Write About Reading</i> 44 TWE: MA 298
<i>PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.</i>	SE: 119 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 <i>Try It Out</i> 119 <i>Writing Activities</i> 301
<i>PO 3. Choose appropriate voice (e.g., formal, informal, <b>academic discourse</b>) for the application.</i>	SE: 300, 921, 923 <i>Checklist</i> 38 <i>Write About Reading</i> 44 <i>Try It Out</i> 119
<i>PO 4. Use engaging and expressive language that shows a commitment to the topic.</i>	SE: 119, 298-300 <i>Checklist</i> 87 <i>Write About Reading</i> 262, 320 <i>Writing Activities</i> 301
<i>PO 5. Use language appropriate to purpose, topic, and audience.</i>	SE: 64-66, 272 <i>Writing Process in Action</i> 36, 100, 152, 194, 252, 306 <i>Write About Reading</i> 44, 320 <i>Journal Writing</i> 65 <i>Writing Activities</i> 67, 273 TWE: T 66
<p><b>Concept 4: Word Choice</b> Word choice reflects the writer's use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.</p>	
<i>PO 1. Use accurate, specific, powerful words and phrases that effectively convey the intended message.</i>	SE: 119, 922-923 <i>Write About Reading</i> 44, 320 <i>Checklist</i> 87 <i>Try It Out</i> 119 <i>Writing Activities</i> 131, 135, 301 <i>Writing Process in Action</i> 194-197

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PO 2. Use vocabulary that is original, varied, and natural.	SE: 922-923 <i>Try It Out</i> 119 <i>Write About Reading</i> 262 <i>Tip</i> 922 TWE: JWT 137
PO 3. Use words that evoke clear images.	SE: 119, 128-130, 132-134, 136-138, 922-923 <i>Write About Reading</i> 44, 320 <i>Listening and Speaking</i> 135 <i>Writing Activities</i> 139, 301 <i>Writing Process in Action</i> 194-197 TWE: T 133
PO 4. Use <b>literal</b> and <b>figurative language</b> intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	SE: <i>Writing Activities</i> 131, 251 <i>Write About Reading</i> 320 TWE: T 250
PO 5. Use <b>clichés</b> only when appropriate to purpose.	<i>Cliché</i> is defined on page 891. The following can be used to help facilitate this objective. SE: 86-87 <i>Listening and Speaking</i> 11
<b>Concept 5: Sentence Fluency</b> Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.	
PO 1. Use a variety of sentence structures ( <b>simple, compound, complex, and compound-complex</b> ) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	SE: 82-83, 360-363, 538-541, 915, 922 TWE: EE 83 T 362, 363 C 541
PO 2. Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	SE: 82-83, 360-363, 538-541, 915, 922 TWE: EE 83 T 362, 363 C 541
PO 3. Demonstrate a flow that is natural and powerful when read aloud.	SE: 119 <i>Try It Out</i> 119 <i>Tip</i> 922

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<p><b>Concept 6: Conventions</b>            Conventions addresses the mechanics of writing, including capitalization, punctuation, spelling, grammar and usage, and paragraph breaks.</p>	
<p><i>PO 1. Use capitals correctly for:</i></p> <p><b>a. proper nouns:</b></p> <ul style="list-style-type: none"> <li>• <i>holidays</i></li> <li>• <i>place/regional names</i></li> <li>• <i>languages</i></li> <li>• <i>historical events</i></li> <li>• <i>organizations</i></li> <li>• <i>academic courses (e.g., algebra/Algebra I)</i></li> <li>• <i>product names</i></li> </ul> <p><i>b. words used as names (e.g., Grandpa, Aunt Lyn)</i></p> <p><i>c. literary titles (book, story, poem, play, song)</i></p> <p><i>d. titles</i></p> <p><i>e. abbreviations</i></p> <p><i>f. proper adjectives (e.g., German shepherd, Chinese restaurant)</i></p>	<p>SE: 693-711  <i>Grammar Link 23, 239</i></p> <p>TWE: T 697</p>
<p><i>PO 2. Use commas to correctly punctuate:</i></p> <p><i>a. items in a series</i></p> <p><i>b. greetings and closings of letters</i></p> <p><i>c. introductory words, phrases and clauses</i></p> <p><i>e. direct address</i></p> <p><i>f. interruptors</i></p> <p><i>g. compound sentences</i></p> <p><i>h. appositives</i></p> <p><i>i. dialogue</i></p>	<p>SE: 404-406, 722-730  <i>Grammar Link 7, 27, 67, 181, 235</i></p> <p>TWE: T 726, 728, 729</p>
<p><i>PO 3. Use quotation marks to punctuate:</i></p> <p><i>a. dialogue</i></p> <p><i>b. titles</i></p> <p><i>c. exact words from sources</i></p>	<p>SE: 735-738  <i>Grammar Link 185, 251</i>  <i>Writing Process in Action 197</i>  <i>Writing Activities 251</i></p> <p>TWE: EE 737</p>
<p><i>PO 4. Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</i></p>	<p>SE: 739-740</p> <p>TWE: MA 739</p>
<p><i>PO 5. Use colons to punctuate business letter salutations and sentences introducing lists.</i></p>	<p>SE: 717-719</p> <p>TWE: C 719</p>
<p><i>PO 6. Use semicolons to punctuate <b>compound</b> and <b>compound-complex sentences</b> when appropriate.</i></p>	<p>SE: 720-721  <i>Grammar Link 27</i></p> <p>TWE: T 720</p>
<p><i>PO 7. Use apostrophes to punctuate:</i></p> <p><i>a. contractions</i></p> <p><i>b. singular possessives</i></p> <p><i>c. plural possessives</i></p>	<p>SE: 741-743</p> <p>TWE: T 741</p>
<p><i>PO 8. Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</i></p>	<p>SE: 731-734, 744-746</p> <p>TWE: T 731            C 733</p>

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PO 9. <i>Spell words correctly.</i>	SE: 798-801, 802-803 <i>Writing Process in Action</i> 39, 103 <i>Listening and Speaking</i> 67 <i>Using Computers</i> 95, 247 TWE: T 800, 802
PO 10. Use paragraph breaks to reinforce the organizational structure, including dialogue.	SE: 76-80, 175 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 <i>Writing Activities</i> 81 TWE: T 78
PO 11. Demonstrate control of grammar and usage in writing: a. parts of speech b. verb forms and tenses c. subject/verb agreement d. pronoun/antecedent agreement e. parallel structure f. comparative and superlative degrees of adjectives g. modifier placement h. <b>homonyms</b>	SE: 435-479, 575-588, 601-615, 623-646, 649-669, 915-916 <i>Grammar Link</i> 19, 31, 75, 81, 139, 143, 189 TWE: MIN 450
PO 12. Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized <b>style manual</b> ).	SE: 338-343, 925-929 <i>Writing Activities</i> 343 TWE: MIN 340, 342
<b>Strand 3: Writing Applications</b> Writing skills particular to the applications listed here may be taught across the curriculum, although some applications may lend themselves more readily to specific content areas. It is imperative that students write in all content areas in order to increase their communication skills, and ultimately to improve their understanding of content area concepts. When appropriate, other content standards are referenced to show interdisciplinary connections.	
<b>Concept 1: Expressive</b> Expressive writing includes <b>personal narratives</b> , stories, poetry, songs, and dramatic pieces. Writing may be based on real or imagined events.	
PO 1. Write in a variety of expressive forms (e.g., poetry, short story, and/or drama) that: a. use voice and style appropriate to audience and purpose b. organize ideas in writing to ensure coherence, logical progression, and support c. employ literary devices (e.g., <b>irony, conceit, foreshadowing, symbolism</b> ) to enhance style and voice Example: Write a contemporary version of “The Raven” by Edgar Allan Poe.	SE: 172-176, 178-180, 182-184 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197 <i>Writing Activities</i> 177, 181, 185 <i>Write About Reading</i> 206 <i>Writing Across the Curriculum</i> 207 TWE: MA 100

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<p><b>Concept 2: Expository</b> Expository writing includes non-fiction writing that describes, explains, or summarizes ideas and content. The writing supports a <b>thesis</b> based on research, observation, and/or experience.</p>	
<p>PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that:</p> <ol style="list-style-type: none"> <li><i>includes background information to establish the <b>thesis (hypothesis, essential question)</b>, as appropriate</i></li> <li><i>states a <b>thesis (hypothesis, essential question)</b> with a narrow focus</i></li> <li><i>includes evidence in support of a <b>thesis (hypothesis, essential question)</b> in the form of details, facts, examples, or reasons</i></li> <li><i>communicates information and ideas from <b>primary and/or secondary sources</b> accurately and coherently, as appropriate</i></li> <li><i>attributes sources of information, as appropriate</i></li> <li><i>includes a topic sentence for each body paragraph</i></li> <li><i>includes relevant factors and variables that need to be considered</i></li> <li><i>includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</i></li> <li><i>includes an effective conclusion</i></li> </ol> <p>Example: Compose an essay on Alexis de Tocqueville's 1830s observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville's analysis was, and how his views of society reflect the United States today.</p>	<p>SE: 214-216, 218-220, 222-224, 226-230, 232-234, 236-238, 240-242 <i>Writing Activities</i> 217, 221, 225, 231, 239, 243 <i>Writing Process in Action</i> 252-255 <i>Writing Across the Curriculum</i> 263</p> <p>TWE: JWT 241</p>
<p><b>Concept 3: Functional</b> Functional writing provides specific directions or information related to real-world tasks. This includes letters, memos, schedules, directories, signs, manuals, forms, recipes, and technical pieces for specific content areas.</p>	
<p>PO 1. Write a work-related document (e.g., application, minutes, memo, cover letter, letter of application, speaker introduction, letter of recommendation, technical manual) that:</p> <ol style="list-style-type: none"> <li><i>presents information purposefully and succinctly to meet the needs of the intended audience</i></li> <li><i>follows a conventional format</i></li> </ol> <p>Example: Complete a job application form for a part-time job and attach a memorandum outlining the particular skills you have that fit the job description. (See R11-S3C2)</p>	<p>SE: 409-413, 414-417, 418-421, 427-431 <i>Activity</i> 417, 419, 421, 429, 430</p> <p>TWE: C 421</p>

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<p><b>Concept 4: Persuasive</b>            Persuasive writing is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action.</p>	
<p>PO 1. Write a persuasive composition (e.g., speech, editorial, letter to the editor, public service announcement) that:</p> <ul style="list-style-type: none"> <li>a. states a position or claim</li> <li>b. presents detailed <b>evidence</b>, examples, and reasoning to support effective arguments and emotional appeals</li> <li>c. attributes sources of information when appropriate</li> <li>d. structures ideas</li> <li>e. acknowledges and refutes opposing arguments</li> </ul> <p>Example: Write a letter to the editor about a community issue (e.g., teen curfew laws, racial profiling, affirmative action).            (See R11-S3C3)</p>	<p>SE: 270-272, 274-276, 278-280, 282-286, 288-292, 298-300  <i>Writing Activities</i> 273, 277, 281, 287, 293, 301  <i>Writing Process in Action</i> 306-309  <i>Write About Reading</i> 320  <i>Writing Across the Curriculum</i> 321</p> <p>TWE: C 301</p>

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<p><b>Concept 5: Literary Response</b>            Literary response is the writer's reaction to a literary selection. The response includes the writer's interpretation, analysis, opinion, and/or feelings about the piece of literature.</p>	
<p>PO 1. Write a literary analysis that:</p> <ul style="list-style-type: none"> <li>a. evaluates the author's use of <b>literary elements</b> (i.e., <b>theme, point of view, characterization, setting, plot</b>)</li> <li>b. interprets different elements of <b>figurative language</b> (i.e., <b>simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery, extended metaphor/conceit</b>) with emphasis on how the author's use of language evokes readers' emotions</li> <li>c. analyzes the way in which the <b>theme</b>, or meaning of a selection, represents a view or comment on life, providing textual evidence for the identified theme</li> <li>d. explains the writer's use of <b>irony, contradictions, paradoxes, incongruities, and ambiguities</b> in a literary selection</li> <li>e. analyzes an author's development of time and sequence through the use of complex <b>literary devices</b> such as <b>foreshadowing</b> and <b>flashbacks</b></li> <li>f. explains how meaning is enhanced through various features of poetry, including sound (e.g., <b>rhythm, repetition, alliteration, consonance, assonance</b>), structure (e.g., <b>meter, rhyme scheme</b>), and graphic elements (e.g., line length, punctuation, word position)</li> </ul> <p>Example: Write an essay about F. Scott Fitzgerald's use of symbolism in <i>The Great Gatsby</i>. (See R11-S2C1)</p>	<p>SE: 28-30, 32-34, 96-98, 148-150, 190-192, 244-246, 248-250  <i>Writing Activities</i> 35, 99, 151, 193, 251            TWE: C 35, 193</p>

OBJECTIVES	PAGE REFERENCES
<p><b>Concept 6: Research</b>            Research writing is a process in which the writer identifies a topic or question to be answered. The writer locates and evaluates information about the topic or question, and then organizes, summarizes, and synthesizes the information into a finished product.</p>	
<p>PO 1. Write a research product that:</p> <ul style="list-style-type: none"> <li>a. incorporates <b>evidence</b> in support of a <b>thesis</b> or claim</li> <li>b. integrates information and ideas from multiple <b>primary and secondary sources</b></li> <li>c. makes distinctions between the relative value and significance of specific data, facts, and ideas</li> <li>d. includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate</li> <li>e. integrates direct quotes</li> <li>f. uses <b>internal citations</b></li> <li>g. includes a works cited, bibliography, or reference page</li> </ul> <p>Example: Choose a post-secondary institution and research its relevance to your future goals.</p>	<p>SE: 324-329, 330-333, 334-337, 338-343, 344-347, 348-349, 924-929  <i>Writing Activities</i> 329, 333, 337, 343, 347, 349</p> <p>TWE: MIN 333, 340</p>

### Codes Used for TWE Pages

C	Close
EE	Enrichment and Extension
JWT	Journal Writing Tip
LO	Lesson Overview
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach