



Writer's Choice

Grammar and Composition

Grade 9

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STANDARDS	PAGE REFERENCES
COMPETENCIES and Objectives	
<p>1. The student will develop and apply expansive knowledge of words and word meanings to communicate.</p>	
<p>a. <i>The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</i></p>	<p>Student Edition: 91, 144, 147, 151, 352, 816-817, 854-855 <i>Vocabulary Tip</i> 198 Teacher Wraparound Edition: ELL 855; T 90, 146, 149, 153, 855</p>
<p>b. The student will analyze word choice and diction including formal and informal language, to determine the author's purpose.</p>	<p>Student Edition: 263-264 <i>Grammar Link</i> 147 <i>Literature Model</i> 22, 153, 257, 260 <i>Student Model</i> 26, 28, 32 <i>Writing in the Real World</i> 42 Teacher Wraparound Edition: CT 171; ELL 250; T 41, 45, 115, 165</p>

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<p>c. <i>The student will analyze figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.</i></p>	<p>Student Edition: 24-27, 104-107, 134-137, 138-143, 148-151, 200-203, 922, 923, 924, 926 <i>Vocabulary Tip</i> 150 Teacher Wraparound Edition: JWT 25, 105; T 106, 135, 140</p>
<p>d. The student will analyze text to determine authors' purposes for using connotative or denotative words.</p>	<p>Student Edition: 144-147, 300-303, 920 <i>Revising Tip</i> 301 <i>Using Computers</i> 303 <i>Vocabulary Tip</i> 146 Teacher Wraparound Edition: C 147, 303; ELL 146, 302; F 301; JWT 145, 301; T 145, 146, 237, 302</p>
<p>2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p>	
<p>a. <i>The student will apply understanding of text features (e.g., introduction, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</i></p>	<p>Student Edition: 252-255, 338-343, 350-353 <i>Journal Writing</i> 253 <i>Using Computers</i> 255 Teacher Wraparound Edition: C 255, 343; RWC 254; T 253, 254, 285, 339</p>
<p>b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA).</p>	<p>Student Edition: 72, 340-342, 801-802, 806-808, 808-810, 812-816 Teacher Wraparound Edition: C 807; ELL 807; IC 809; T 802, 806</p>
<p>c. <i>The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, spatial order, process/procedural) and analyze their effect on theme, author's purpose, etc.</i></p>	<p>Student Edition: 84-87, 138-143, 144-147, 156-159, 164-171, 236-238, 248-251, 268-271 <i>Journal Writing</i> 85, 141, 249 <i>Literature Model</i> 142 Teacher Wraparound Edition: C 239; T 85, 141, 166, 168, 182</p>
<p>d. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.</p>	<p>Student Edition: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319, 820-822 <i>Literature Model</i> 240, 244, 298 Teacher Wraparound Edition: ELL 822; T 46, 115, 117, 169, 216, 218, 279</p>

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<p>e. <i>The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</i></p> <p>1) Literary Text and Literary Non-fiction</p> <ul style="list-style-type: none"> -Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) -Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) -Drama (e.g., character, structure, techniques [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.) <p>2) Informational Texts</p> <ul style="list-style-type: none"> -Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) 	<p>Student Edition: 24-27, 104-107, 152-155, 156-159, 200-203, 228-231 <i>Literature Model</i> 153, 154, 201, 257, 262, 304 <i>Model</i> 181, 290 <i>Student Model</i> 154</p> <p>Teacher Wraparound Edition: C 107; LPR 26; T 106, 201, 229</p>
<p>f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p>	<p>Student Edition: 12-15, 28-31, 244-247, 262, 267, 268-271 <i>Journal Writing</i> 245, 263 <i>Literature Model</i> 244, 262 <i>Student Model</i> 266, 268</p> <p>Teacher Wraparound Edition: C 15; T 263</p>
<p>g. <i>The student will distinguish fact from opinion in different media.</i></p> <ol style="list-style-type: none"> 1) TV ads 2) Billboards 3) Essays 4) Literary non-fiction 5) TV commentary 	<p>Student Edition: 284-285, 291, 295, 299, 307, 311 <i>Literature Model</i> 294, 298, 304 <i>Model</i> 290, 302, 306 <i>Student Model</i> 310</p> <p>Teacher Wraparound Edition: ELL 310; RWC 286</p>

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<p>3. The student will produce, analyze, and evaluate effective communication.</p>	
<p>a. <i>The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).</i></p> <ol style="list-style-type: none"> 1) <u>Planning:</u> <ul style="list-style-type: none"> • <i>Determine audience</i> • <i>Determine purpose</i> • <i>Generate ideas</i> • <i>Address prompt/topic</i> • <i>Organize ideas</i> • <i>Compose a clearly stated thesis</i> 2) <u>Drafting:</u> <ul style="list-style-type: none"> • <i>Formulate introduction, body, and conclusion</i> • <i>Create paragraphs (minimally five paragraphs)</i> • <i>Use various sentence structures</i> • <i>Use paraphrasing for reports and documented text</i> 3) <u>Revising:</u> <ul style="list-style-type: none"> • <i>Revise for clarity and coherence</i> <i>[consistent point of view (first person, third person), tone, transition, etc.]</i> • <i>Add and delete information and details</i> <i>(for audience, for purpose, for unity)</i> • <i>Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)</i> <p><i>[NOTE: figurative language (simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc.), stylistic devices (alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc.) used with appropriate (or specific) mode/audience].</i></p> <ul style="list-style-type: none"> • <i>Use available resources (reference materials, technology, etc.)</i> 4) <u>Editing:</u> <ul style="list-style-type: none"> • <i>Proofread to correct errors</i> • <i>Apply tools to judge quality (rubric, checklist, feedback, etc.)</i> 5) <u>Publishing:</u> <ul style="list-style-type: none"> • <i>Proofread final text</i> • <i>Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)</i> 	<p>Student Edition: 62-67, 68-71, 72-75, 76-79, 80-83, 84-87, 88-91, 92-95, 96-99, 100-103, 324-329, 330-333, 334-337, 338-343, 344-347, 348-356</p> <p>Teacher Wraparound Edition: CL 346; ELL 98; LS 337</p>

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<p>b. The student will compose a response in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p>	<p>Student Edition: 180-183, 184-187, 188-191, 192-195, 196-199, 200-203 <i>Journal Writing</i> 185, 189, 197 Teacher Wraparound Edition: C 187, 199; JWT 181</p>
<p>c. <i>The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.</i></p>	<p>Student Edition: 156-159, 204-207, 228-231, 232-235, 236-239, 240-243, 244-247, 248-251, 256-261, 262-267, 268-271, 304-307, 308-311 Teacher Wraparound Edition: C 159, 207, 239, 307; ELL 206, 234, 270</p>
<p>d. <i>The student will compose persuasive texts for different audiences using facts and opinions.</i></p> <ol style="list-style-type: none"> 1) TV ads 2) Commercials 3) Billboards 4) Catalog descriptions 5) Editorials 6) The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. 	<p>Student Edition: 284-285, 288-291, 292-295, 296-299, 300-303, 304-307, 308-311 <i>Literature Model</i> 294, 298, 304 <i>Model</i> 290, 302, 306 <i>Student Model</i> 310 Teacher Wraparound Edition: ELL 310; RWC 286</p>
<p>4. The student will use standard English grammar, mechanics, and sentence structure to communicate.</p>	
<p>a. <i>The student will analyze text to justify the appropriate use of advanced grammar in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Past perfect and future perfect tenses 2) Active and passive voice 3) Pronoun-antecedent agreement 	<p>Student Edition: 396-397, 589-591, 596-597, 601, 606, 640-647 <i>Grammar Link</i> 95, 159, 267, 307 <i>Grammar Tip</i> 205 Teacher Wraparound Edition: C 397, 591, 597; EE 591, 643; ELL 641; LD 590; T 589, 596, 645</p>
<p>b. <i>The student will analyze the appropriate use of advanced mechanics in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Capitalize regions of countries 2) Semicolons to separate items in a series when items include commas 	<p>Student Edition: 390-391, 555, 713-719, 735-737 <i>Grammar Link</i> 107, 179 Teacher Wraparound Edition: C 719, 737; EE 714, 715, 717, 737; LD 719</p>

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<p>c. <i>The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Parallel structure of sentences using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition 2) Avoiding misplaced modifiers to ensure clarity 3) Using subordination to express the relationship between two unequal ideas within a single sentence 	<p>Student Edition: 364, 404-405, 477, 540, 545-547, 548-549, 661-662, 670-675 <i>Grammar Link 7</i>, 99, 303, 311 <i>Grammar Tip 297</i></p> <p>Teacher Wraparound Edition: C 405; GT 477; T 477</p>