



Writer's Choice

Grammar and Composition

Grade 10

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STANDARDS	PAGE REFERENCES
COMPETENCIES and Objectives	
1. The student will develop and apply expansive knowledge of words and word meanings to communicate.	
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>	Student Edition: 813, 818-821
b. The student will analyze word choice and diction, including formal and informal language, to determine the author's purpose.	Student Edition: 38 Teacher Wraparound Edition: LS 158; T 99, 102, 103, 104, 161, 205, 207, 268; WRA 100, 160, 317
c. The student will analyze authors' uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts in the creation of setting, tone, atmosphere, characterization, and mood.	Student Edition: 162, 212, 275, 791 <i>Literature Model</i> 137 <i>Supporting Details and Good Connections</i> 226 Teacher Wraparound Edition: T 34, 35, 37, 100, 105, 157, 160, 209, 211, 267, 269; VR 207
d. <i>The student will analyze text to determine authors' purposes for using connotative or denotative words.</i>	Student Edition: 162, 300 Teacher Wraparound Edition: ELL 300; JWT 175; T 33, 36, 101, 137, 158, 159

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<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, foreword, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.</i></p>	<p>Student Edition: 244-247, 330, 334, 336-340, 424-427 <i>Methods of Organization</i> 330 <i>Model: Text and Graphs</i> 245 <i>Three Types of Graphs</i> 246 <i>Tips for Writing Introductions</i> 334</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) to produce or present a summary of findings from multiple sources.</p>	<p>Student Edition: 324, 326, 801-803, 910, 913-916 Teacher Wraparound Edition: IC 803; T 325, 802</p>
<p>c. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author's purpose, etc.</p>	<p>Student Edition: 180-183, 228-231, 232-235, 236-239, 248-251 <i>Guidelines for Writing a News Article</i> 250 <i>Model</i> 230, 234, 238</p>
<p>d. <i>The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.</i></p>	<p>Student Edition: 20-23, 32-38, 98-107, 156-162, 204-212, 266-274, 315-318 <i>Literature Model</i> 287 Teacher Wraparound Edition: T 35, 100, 159, 207, 209, 267, 269, 273</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: 20-23, 24-27, 38, 107, 162, 212, 274, 318</p> <p>Teacher Wraparound Edition: T 103, 105, 157, 160, 161, 208, 210, 268, 270, 273, 315, 316</p>
<p>f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.</p>	<p>Student Edition: 12-15, 16-19, 20-23, 132-135, 240-243, 294-297, 306-309</p> <p>Teacher Wraparound Edition: C 309; JWT 307; T 307</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) Editorials 5) TV commentary 6) Political speeches 7) Literary non-fiction 8) Letters to the Editor 	<p>Student Edition: 286-289, 290-293, 294-297, 298-301, 302-305, 306-309</p> <p><i>Literature Model</i> 286, 287, 290, 294, 308</p> <p>Teacher Wraparound Edition: ELL 840; JWT 287; T 840</p>

STANDARDS**PAGE REFERENCES****3. The student will produce, analyze, and evaluate effective communication.**

a. *The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).*

1) Planning:

- Determine audience
- Determine purpose
- Generate ideas
- Address prompt/topic
- Organize ideas
- Compose a clearly stated thesis

2) Drafting:

- Formulate introduction, body, and conclusion
- Create paragraphs (minimally five paragraphs)
- Use various sentence structures
- Use paraphrasing for reports and documented text

3) Revising:

- Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]
- Add and delete information and details (for audience, for purpose, for unity)
- Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) [**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].
- Use available resources (reference materials, technology, etc.)

4) Editing:

- Proofread to correct errors
- Apply tools to judge quality (rubric, checklist, feedback, etc.)

5) Publishing:

- Proofread final text
- Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)

Student Edition:

28-31, 46-49, 50-55, 56-59, 60-63, 64-67, 69-71, 72-75, 76-81, 82-85, 152-155, 262-265, 311-313

Teacher Wraparound Edition:

T 57, 62, 79, 84, 88, 311, 312

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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: 170-173, 174-179, 180-183, 188-191, 192-195, 200-203</p> <p>Teacher Wraparound Edition: CT 177; JWT 177, 189; T 171, 172, 193</p>
<p>c. 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.</p>	<p>Student Edition: 220-223, 224-227, 228-231, 232-235, 236-239, 240-243, 248-251, 252-257, 258-261, 262-265</p> <p>Teacher Wraparound Edition: C 227, 231, 243; ELL 230, 265; JWT 221, 229, 237, 233</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 	<p>Student Edition: 294-297, 298-301, 306-309</p> <p>Teacher Wraparound Edition: C 297; T 299, 307</p>
<p>e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.</p>	<p>Student Edition: 322-327, 328-331, 332-335, 336-341, 342-345, 346-356</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) Progressive tense 2) Active and passive voice 3) Avoiding ambiguous pronoun 	<p>Student Edition: 398-399, 596-597, 600-601, 602-603, 644-646, 647-648, 649, 653-654</p> <p><i>Grammar Link</i> 235, 281, 301</p> <p><i>Literature Model</i> 652-653</p> <p>Teacher Wraparound Edition: LPR 648; T 649</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) Commas with parenthetical expressions as interrupters 3) Commas to clarify meaning 	<p>Student Edition: 408-409, 410-411, 722-725, 726-730, 745-751</p> <p><i>Grammar Link</i> 55, 71, 198, 309</p> <p><i>Grammar Tip</i> 327, 351</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 4) Correct and appropriate placement of correlative conjunctions 	<p>Student Edition: 404, 405, 406-407, 477, 478, 544, 674-649, 680-688, 689 <i>Grammar Link</i> 19, 81, 169, 191</p> <p>Teacher Wraparound Edition: EE 478; T 477, 645, 647</p>