



Writer's Choice

Grammar and Composition

Grade 11
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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. The student will analyze the effect of the author's use of relationships of words and from these relationships infer the author's purpose.	Student Edition: 131, 177, 279 <i>Grammar Link</i> 131 <i>Literature Model</i> 66, 69, 80, 84, 138, 182 <i>Model</i> 65 <i>Student Model</i> 34 Teacher Wraparound Edition: T 42, 106, 203
b. The student will analyze authors' uses of word choice and diction in multiple texts as stylistic devices.	Student Edition: 40-43, 104-108, 144-146, 156-163 <i>Literature Model</i> 128, 132, 142, 144, 178, 180, 184, 228, 303 Teacher Wraparound Edition: CC 108; T 162
c. The student will examine the author's (or authors') use or uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to analyze its effect on theme.	Student Edition: 32-35 <i>Literature Model</i> 8, 33, 58, 84, 172, 174, 190, 248 Teacher Wraparound Edition: T 42, 107

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<p>d. <i>The student will analyze text to evaluate the connotative or denotative use of words to make comparisons between texts.</i></p>	<p>Student Edition: 136-139 <i>Literature Model 23, 138, 182, 244</i></p> <p>Teacher Wraparound Edition: EL 864; T 312; TW 311</p>
<p>e. The student will examine the author's use or authors' uses of formal and informal language in multiple texts to accomplish purpose.</p>	<p>Student Edition: 64-67 <i>Literature Model 26, 80, 232, 242</i> <i>Model 65</i></p> <p>Teacher Wraparound Edition: T 41, 203, 205, 313</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 recognize text structures (e.g., episodic and generalization/principle) and analyze their effect on theme, author's purpose, etc.</i></p>	<p>Student Edition: 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 <i>Drafting Tip 220</i> <i>Literature Model 58, 84, 140, 142, 180, 219, 224, 228, 230, 232, 274, 291</i></p> <p>Teacher Wraparound Edition: T 162, 200</p>
<p>b. The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA).</p>	<p>Student Edition: 324-328, 781, 792, 863-865, 877-881</p> <p>Teacher Wraparound Edition: EL 864; IC 878</p>
<p>c. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose.</p>	<p>Student Edition: 40-43, 104-108, 156-163, 198-205, 256-261, 310-319</p> <p>Teacher Wraparound Edition: CC 44; CT 159, 259; T 43, 106, 200, 261; TW 199</p>

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<p>d. <i>The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to recognize patterns and connections.</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: 28-31, 32-35, 40-43, 104-108, 148-151, 156-163, 190-193, 198-205, 244-247, 248-251, 256-261, 310-319</p> <p>Teacher Wraparound Edition: C 193; ELL 150</p>
<p>e. <i>The student will analyze or evaluate textual criticism to synthesize responses for summary, précis, and explication.</i></p>	<p>Student Edition: 12-15, 24-27, 96-99, 140-143, 148-151, 186-189, 190-193, 244-247, 248-251</p> <p>Teacher Wraparound Edition: JWT 141</p>
<p>f. <i>The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media.</i></p>	<p>Student Edition: 266-269, 274-277, 278-282, 282-287, 288-293, 863-865</p> <p>Teacher Wraparound Edition: C 287; CL 286; EL 864; T 267, 284, 286, 289</p>

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<p>3. The student will produce, analyze, or 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</i> • <i>Use various sentence structures</i> • <i>Use paraphrasing for reports and documented papers</i> 3) <u>Revising:</u> <ul style="list-style-type: none"> • <i>Revise for clarity and coherence [consistent point of view (first person, third person), tone, transition, etc.]</i> • <i>Add and delete information and details (for audience, for purpose, for unity)</i> • <i>Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.)</i> • <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> • <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 document</i> • <i>Prepare final document (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)</i> 	<p>Student Edition: 52-55, 56-59, 60-63, 64-67, 68-71, 72-75, 76-81, 82-85, 86-89, 90-95, 100-103, 152-155, 194-197, 252-255, 324-329, 330-333, 334-337, 338-343, 344-347, 349-357</p>

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b. The student will produce a personal composition in the narrative mode.	Student Edition: 24-27, 36-39, 194-197 Teacher Wraparound Edition: JWT 25; LS 39, 197; T 37, 195
c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.	Student Edition: 28-31, 32-35, 96-99, 148-151, 172-177, 190-193, 244-247, 248-251, 920-923 Teacher Wraparound Edition: C 35, 151, 193; JWT 29, 97, 173, 175, 245; T 149, 250
d. <i>The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations).</i>	Student Edition: 20-23, 24-27, 298-301, 409-417, 418-421, 422-426; 427-431, 812-813, 867-868, 887-889 Teacher Wraparound Edition: C 27; CL 411; EE 423; ELL 429; JWT 299
e. The student will compose formal persuasive texts, providing evidence as support.	Student Edition: 266-269, 270-273, 274-277, 278-281, 282-287, 288-293, 294-297, 298-301, 306-309 Teacher Wraparound Edition: C 277
f. The student will compose documented texts. (e.g., MLA; APA)	Student Edition: 338-343, 348-356, 924-929 Teacher Wraparound Edition: ELL 340; T 339, 340, 341
g. The student will compose personal statements.	Student Edition: 8-11, 12-15, 16-19, 20-23, 24-27, 298-301, 418-419, 917-919
4. The student will use standard English grammar, mechanics, and sentence structure to communicate.	
a. <i>The student will analyze multiple texts to evaluate the effective use of advanced grammar techniques in composing or editing.</i> 1) The appropriate use of verbs (forms, perfect progressive tense, voices, and moods) 2) Pronouns (agreement, case, and reference)	Student Edition: 585-586, 589-590, 591-593, 594-598, 599, 623-625, 626-627, 628, 629, 630-631, 632-636, 637-641, 642-646, 647 <i>Editing Tip</i> 285 <i>Grammar Link</i> 11, 31, 59, 63, 75, 85, 243, 297

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<p>b. <i>The student will analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Quotes within a quote 2) Colons to separate sentences when the second sentence explains the first sentence 	<p>Student Edition: 717-719, 735-738 <i>Grammar Link 251</i></p> <p>Teacher Wraparound Edition: C 719</p>
<p>c. <i>The student will analyze advanced sentence structure in multiple texts in composing or editing.</i></p> <ol style="list-style-type: none"> 1) Parallel structure 2) Appropriate coordination and subordination 3) Correctly placed modifiers 4) Concise wording 	<p>Student Edition: 360-363, 364-367, 368-371, 372-375, 376-379, 380-381, 536-539, 556-562, 563 <i>Grammar Link 221</i></p> <p>Teacher Wraparound Edition: ELL 361; T 361, 362, 363</p>