



Writer's Choice

Grammar and Composition

Grade 12
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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 critique reader-text connection intended in the author's choice and placement of words.</i></p>	<p>Student Edition: 28-30, 144-146 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 <i>Literature Model</i> 40-47, 102-106, 126, 128, 129, 136, 144, 146, 152-157, 196-203, 260-265, 277, 296, 310-315 <i>Writing Activities</i> 147 Teacher Wraparound Edition: C 147; T 311, 315</p>
<p>b. The student will compare and contrast authors' uses of word choice and diction as stylistic devices.</p>	<p>Student Edition: 162-165, 208-211, 270-273, 294-296, 298-300 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 <i>Literature Model</i> 40-47, 102-106, 126, 128, 129, 136, 144, 146, 152-157, 196-203, 260-265, 277, 296, 300, 310-315 Teacher Wraparound Edition: CL 272; MIN 296, 300; TW 311, 313</p>

STANDARDS	PAGE REFERENCES
<p>c. The student will contrast the author's (or authors') use (or uses) of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the author's (or authors') style (or styles).</p>	<p>Student Edition: 136-138, 144-146, 226-227, 299 <i>Cross Curricular Activity</i> 139 <i>Journal Writing</i> 137, 145 <i>Literature Model</i> 136, 146, 152-157 <i>Writing Activities</i> 147 Teacher Wraparound Edition: LE 155; MIN 300; T 137</p>
<p>d. The student will analyze text to evaluate connotative or denotative use of words in relation to their historical period in multiple texts.</p>	<p>Student Edition: 94-96, 252-254 <i>Journal Writing</i> 96 <i>Listening and Speaking</i> 255 <i>Literature Model</i> 94, 95, 253, 254 <i>Writing Activities</i> 97, 255 Teacher Wraparound Edition: CC 96</p>
<p>2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</p>	
<p>a. The student will analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author's purpose, etc.</p>	<p>Student Edition: 172-174, 178, 180-182, 220-223 <i>Journal Writing</i> 173 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 <i>Literature Model</i> 40-47, 102-106, 152-157, 172, 196-203, 220, 221, 222-223, 260-265, 310-315 Teacher Wraparound Edition: C 175, 225; MA 40</p>
<p>b. The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information.</p>	<p>Student Edition: 321-325, 330-331, 771-776, 867, 868-872 <i>Using Computers</i> 183, 243, 251, 293 Teacher Wraparound Edition: CL 871; EE 870; T 870</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: <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 <i>Literature Model</i> 40-47, 102-106, 152-157, 196-203, 260-265, 277, 296, 310-315 Teacher Wraparound Edition: ARS 197; CT 199, 200; MA 40; T 199</p>

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<p>d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections.</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: 28-30, 94-96, 144-146, 166-170, 172-174, 176-178, 180-182, 188-190, 238-242, 252-254, 302-304 <i>Journal Writing</i> 167 <i>Linking Writing and Literature</i> 48, 204, 316 <i>Listening and Speaking</i> 175 <i>Literature Model</i> 40-47, 196-203, 310-315 <i>Writing Activities</i> 97, 183</p> <p>Teacher Wraparound Edition: C 97; T 44</p>
<p>e. The student will analyze or evaluate textual criticism to synthesize responses for annotated bibliography.</p>	<p>Student Edition: 28-30, 32-34, 238-242, 302-304 <i>Journal Writing</i> 303 <i>Using Computers</i> 31 <i>Writing Activities</i> 35, 305</p> <p>Teacher Wraparound Edition: MIN 304</p>
<p>f. The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and bias.</p>	<p>Student Edition: 250, 285, 323, 860-861 <i>Writing Activities</i> 251</p> <p>Teacher Wraparound Edition: C 251</p>

STANDARDS	PAGE REFERENCES
<p>3. The student will produce, analyze, or evaluate effective communication.</p>	
<p>a. <i>The student will produce, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).</i></p> <p>1) <u>Planning:</u></p> <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> <p>2) <u>Drafting:</u></p> <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> <p>3) <u>Revising:</u></p> <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> <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> <p>4) <u>Editing:</u></p> <ul style="list-style-type: none"> • <i>Proofread to correct errors</i> • <i>Apply tools to judge quality (rubric, checklist, feedback, etc.)</i> <p>5) <u>Publishing:</u></p> <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: 60-62, 64-66, 68-72, 78-80, 82-84, 86-88, 116-118, 224, 340-343, 344</p> <p><i>Listening and Speaking</i> 23</p> <p><i>Using Computers</i> 63, 85, 93, 131, 135, 175, 191, 247</p> <p><i>Writing Across the Curriculum</i> 159</p> <p><i>Writing Activities</i> 67, 73, 77, 81, 85, 89, 343</p> <p><i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309</p> <p>Teacher Wraparound Edition: C 67, 81, 89</p>

STANDARDS	PAGE REFERENCES
<p>b. The student will produce a reflective composition in the narrative mode.</p>	<p>Student Edition: <i>Writing Activities</i> 23, 175 <i>Writing Process in Action</i> 36-39, 192-195 Teacher Wraparound Edition: LS 195</p>
<p>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.</p>	<p>Student Edition: 28-30, 32-34, 252-254 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 <i>Writing Activities</i> 31, 35, 243, 255, 305 Teacher Wraparound Edition: C 31</p>
<p>d. <i>The student will compose functional documents (e.g., college applications, resumes, scholarship applications).</i></p>	<p>Student Edition: 20-22, 24-26, 216-218, 405-413, 414-418, 425-427, 866-867 <i>Listening and Speaking</i> 27 <i>Writing Across the Curriculum</i> 267 <i>Writing Activities</i> 27 <i>Writing Process in Action</i> 256-259 Teacher Wraparound Edition: C 27, 418</p>
<p>e. The student will compose formal persuasive texts, providing evidence as support.</p>	<p>Student Edition: 274-278, 280-282, 284-286, 288-292 <i>Writing Across the Curriculum</i> 317 <i>Writing Activities</i> 279, 283, 293 <i>Writing Process in Action</i> 306-309 Teacher Wraparound Edition: MIN 282</p>
<p>f. The student will compose I-SEARCH papers and documented texts. (e.g., MLA; APA)</p>	<p>Student Edition: 320-325, 326-329, 330-333, 334-339, 340-343, 344-345, 917-922 <i>Writing Activities</i> 325, 329, 333, 339, 343, 345 Teacher Wraparound Edition: MIN 336, 337</p>
<p>g. The student will compose personal statements.</p>	<p>Student Edition: 8-10, 12-14, 20-22, 24-26 <i>Writing Activities</i> 23, 27 <i>Writing Process in Action</i> 36-39, 192-195 Teacher Wraparound Edition: C 11</p>

STANDARDS	PAGE REFERENCES
<p>4. The student will use standard English grammar, mechanics, and sentence structure to communicate.</p>	
<p>a. <i>The student will analyze the appropriate use of advanced grammar in composing or editing passages to enhance style.</i></p> <ol style="list-style-type: none"> 1) Verbs (forms, tenses, voices, and moods) 2) Pronouns (agreement, case, and reference) 	<p>Student Edition: 388-389, 390-391, 392-395, 571-596, 621-644</p> <p>Teacher Wraparound Edition: EE 577; MIN 588, 631</p>
<p>b. <i>The student will analyze the appropriate use of advanced mechanics in composing or editing passages to enhance style.</i></p> <ol style="list-style-type: none"> 1) Commas to clarify meaning 2) A quote within a quote 3) Colons to separate sentences when the second sentence explains the first 	<p>Student Edition: 712-713, 716-724, 730-733</p> <p>Teacher Wraparound Edition: CL 717; EE 732</p>
<p>c. <i>The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style.</i></p> <ol style="list-style-type: none"> 1) Parallel structure 2) Appropriate subordination or coordination 3) Correctly placed modifiers 4) Concise wording 	<p>Student Edition: 359, 396-397, 647-663, 664-669, 907-909</p> <p>Teacher Wraparound Edition: C 359</p>