



Writer's Choice

Grammar and Composition

Grade 9
© 2005

STANDARDS	PAGE REFERENCES
Standard 1: Reading Process	
Goal 1.1: Acquire Concepts About Print	
Goal 1.2: Acquire Concepts About Text	
9.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c)	<p>Student Edition: 125 #2, 280 #3 <i>Learning from the Writers</i> 127 <i>Analyzing the Media Connection</i> 179 Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Literary Analysis</i> 427 <i>Informational Text</i> 429, 808</p> <p>Teacher Wraparound Edition: RS 430, 431, 433</p>
9.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)	<p>Student Edition: 50 #4, 230 #4 <i>Analyzing the Media Connection</i> 57 <i>Learning from the Writers</i> 130 <i>Journal Writing</i> 229</p> <p>Teacher Wraparound Edition: 6TW 116, 317, 319; LE 49, 166; WRW 166</p>

STANDARDS	PAGE REFERENCES
Goal 1.3: Acquire Phonological Awareness Skills	
Goal 1.4: Acquire Decoding Skills Using Word Parts	
Goal 1.5: Acquire Decoding Skills Using Syllabication	
Goal 1.6: Acquire Decoding Skills Using Context	
Goal 1.7: Acquire Fluency	
Goal 1.8: Vocabulary and Concept Development	
9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. (752.01.a)	<p>Student Edition: 824-825</p> <p>Teacher Wraparound Edition: EE 825; T 824</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Vocabulary</i> 42, 161, 174, 229, 334, 406, 428, 444, 1020, 1086, 1162, 1202 <i>Vocabulary Workshop</i> 1022</p>
9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)	<p>Student Edition: 820-822</p> <p>Teacher Wraparound Edition: CL 821; ELL 820, 822; WCC 821</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Vocabulary</i> 64, 248, 255, 341, 348, 361, 457, 577, 579</p>
Standard 2: Comprehension/Interpretation	
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	
9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. (752.05.d; 752.05.e; 752.05.f)	<p>Student Edition: 328</p> <p>Teacher Wraparound Edition: T 225</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Reading Strategy</i> 56, 58, 64, 699, 703, 708</p> <p>Teacher Wraparound Edition: SP 14, 484, 520, 1232</p>

STANDARDS	PAGE REFERENCES
9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	<p>Teacher Wraparound Edition: ARS 42, 44, 113, 116, 165, 168, 213, 217, 279, 317, 319</p>
9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	<p>Student Edition: Notetaking as a way to help clarify information is discussed on the following pages. 327-328 Outlining as defined can be used as a tool for understanding text. 330-331 Various kinds of graphs, which could be used to clarify text, are referenced on the following pages. 844-846, 914 Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: R20-R21, R25-R28 <i>Visual Literacy</i> 41, 173, 254, 485, 1064, 1135</p> <p>Teacher Wraparound Edition: SP 194, 538</p>
Goal 2.2: Acquire Skills to Comprehend Expository Text	
9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	<p>Student Edition: <i>Thesis</i> is defined on the following pages. 332-333 Practice thesis writing and identification are found on the following pages. <i>Writing Activities #2</i> 333 <i>Student Model</i> 350 Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Literary Element</i> 411 <i>Literary Analysis</i> 413, 486 <i>Reading Strategy</i> 437, 439, 447, 449, 451, 457</p> <p>Teacher Wraparound Edition: RS 470; SP 448, 468, 480, 482</p>

STANDARDS	PAGE REFERENCES
<p>9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.c)</p>	<p>Student Edition: 57, 69 <i>Analyzing a Writer's Process</i> 7, 227 <i>Activity</i> 413</p> <p>Teacher Wraparound Edition: CT 278; T 285; WRW 416</p>
<p>9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)</p>	<p>Student Edition: 295, 299, 307, 312-315 <i>Analyzing the Media Connection</i> 287</p> <p>Writing a persuasive argument is discussed in the following examples: 288-290, 291, 292-294</p> <p>Teacher Wraparound Edition: ELL 290, 294; T 289, 293</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Reading Strategy</i> 449, 451, 457, 479, 481, 486, 1225 <i>Informational Text</i> 1224</p> <p>Teacher Wraparound Edition: RS 453, 470; SP 468, 480, 482</p>
<p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p>	
<p>9.LA.2.3.1 Read and respond to literature from a variety of genres.</p>	<p>Student Edition: 31, 35, 50, 54, 119, 172, 220, 280, 320 <i>Journal Writing</i> 29, 33</p> <p>Teacher Wraparound Edition: CC 49</p>
<p>9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)</p>	<p>Student Edition: 119 #2</p> <p>Teacher Wraparound Edition: CT 42; LE 115; T 114</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Literary Element</i> 163, 165, 189, 191, 197, 203, 753, 994, 1007 <i>Reading Strategy</i> 163, 169 <i>Literary Analysis</i> 427</p> <p>Teacher Wraparound Edition: ELC 755; SP 908</p>

STANDARDS	PAGE REFERENCES
<p>9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.</p>	<p>Student Edition: 172 #2, 202, 203 <i>Analyzing the Media Connection</i> 137 Setting is also discussed on the following pages: 106, 180</p> <p>Teacher Wraparound Edition: CT 47</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Writing About Literature</i> 87, 120 <i>Literary Analysis</i> 174, 406 <i>Literary Element</i> 905, 911, 915</p> <p>Teacher Wraparound Edition: SP 36, 384</p>
<p>9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.</p>	<p>Student Edition: 207 <i>Journal Writing</i> 205 <i>Analyzing the Media Connection</i> 227</p> <p>Teacher Wraparound Edition: CT 42</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Literary Element</i> 220, 223, 229, 233, 238, 240 <i>Literary Analysis</i> 267</p> <p>Teacher Wraparound Edition: LE 856</p>
<p>9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.</p>	<p>Student Edition: Theme is discussed in the following examples: 105-106, 107</p> <p>Teacher Wraparound Edition: ARS 217; CC 118</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Wrap-Up</i> 146, 378, 477, 551, 642, 818, 863, 1029, 1177</p>

STANDARDS	PAGE REFERENCES
9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. (752.01.g)	<p>Teacher Wraparound Edition: LE 278; T 218</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Writing About Literature</i> 43, 217, 457, 463, 654, 807 <i>Literary Element</i> 125, 130, 587, 594, 598, 651, 727</p>
9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.	<p>Student Edition: Word choice and sentence complexity in writing are discussed on the following pages: 50 #3, 94, 280 #3, 940-941, 948-949 <i>Write About Reading</i> 50, 280</p> <p>Teacher Wraparound Edition: 6TW 43, 46, 277, 279</p> <p>Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007</p> <p>Student Edition: <i>Grammar and Style</i> 43, 65, 87, 131, 230, 256, 349, 407, 523, 571, 654, 836, 925, 1223, 1247 <i>Wrap-Up</i> 477, 551, 642, 1177 <i>Literary Analysis</i> 1201</p>
Standard 3: Writing Process	
Goal 3.1: Acquire Prewriting Skills	
9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)	<p>Student Edition: 17, 37, 62-63, 108, 124, 181, 258, 906</p> <p>Teacher Wraparound Edition: ELL 60; T 37, 64</p>
9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)	<p>Student Edition: 18, 230, 243, 263, 265, 289, 332-333, 337, 946, 947</p> <p>Teacher Wraparound Edition: T 332</p>
9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)	<p>Student Edition: 77, 182, 264, 273, 330-331, 333, 906, 946</p> <p>Teacher Wraparound Edition: LD 332; LPR 65; T 109, 335; TMSD 335</p>

STANDARDS	PAGE REFERENCES
9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)	Student Edition: 58, 70, 71, 274, 275, 306, 313, 906 <i>Journal Writing</i> 69 Teacher Wraparound Edition: LS 70; T 55, 125, 235, 420
9.LA.3.1.5 Produce a piece of writing within a set period of time.	Teacher Wraparound Edition: T 264 Also see Glencoe's <i>Literature: The Reader's Choice Course 4</i> © 2007 Student Edition: R62 <i>Writing Workshop</i> 283, 491 <i>Test Preparation and Practice</i> 297, 505, 679, 943, 1111, 1275 Teacher Wraparound Edition: ELC 297
Goal 3.2: Acquire Skills for Writing a Draft	
9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)	Student Edition: 38, 76-77, 79, 110, 162, 259, 265, 273, 334-335, 907 Teacher Wraparound Edition: T 335
9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)	Student Edition: 79, 87, 91, 182, 314, 944-945 <i>Write About Reading</i> 220 Teacher Wraparound Edition: T 77, 85, 109, 182
Goal 3.3: Acquire Skills for Revising a Draft	
9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)	Student Edition: 84-86, 92-94, 234, 242, 250, 344, 347, 943-945, 947 Teacher Wraparound Edition: T 93
9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)	Student Edition: 81-82, 140, 197, 233-234, 260, 273, 289, 944 <i>Write About Reading</i> 119 <i>Using Computers</i> 261 Teacher Wraparound Edition: ELL 234, 260

STANDARDS	PAGE REFERENCES
9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c)	Student Edition: 89, 142, 143, 237, 337, 945 Teacher Wraparound Edition: ELL 90, 182; T 85, 89, 238
9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)	Student Edition: 347, 362-363, 940-943, 948 <i>Grammar Link</i> 57 <i>Write About Reading</i> 280 Teacher Wraparound Edition: 6TW 277
9.LA.3.3.5 Use literary models to refine writing style. (753.02.b)	Student Edition: 50 #4, 54-57, 119 #4, 172 #4, 176-179, 220 #4, 224-227 Teacher Wraparound Edition: 6TW 46, 169
9.LA.3.3.6 Conference with others to improve writing. (753.01.a)	Student Edition: 38, 94, 210 <i>Listening and Speaking</i> 87, 95 Teacher Wraparound Edition: CL 209, 210, 346; ELL 354; LS 337; T 110, 274, 314
Goal 3.4: Acquire Skills for Editing a Draft	
9.LA.3.4.1 Use editing marks to indicate errors in conventions.	Student Edition: 98, 411 Inside Back Cover (IBC) Teacher Wraparound Edition: T 98 *The use of editing marks is implied in the editing (and sometimes revision) stage of every writing assignment in the book.
9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)	Student Edition: 39, 98, 99, 111, 163, 211, 315, 348, 907-908, 948 <i>Cross-Curricular Activity</i> 243 Teacher Wraparound Edition: ELL 98

STANDARDS	PAGE REFERENCES
Goal 3.5: Acquire Skills to Publish Writing	
9.LA.3.5.1 Publish improved draft.	Student Edition: 39, 101-102, 103, 163, 211, 275, 315, 908 Teacher Wraparound Edition: EE 210; IC 131; T 102
9.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)	Student Edition: 101-102, 103, 111, 211, 259 <i>Using Computers</i> 23 Teacher Wraparound Edition: EE 38, 111, 210; LS 39, 71
9.LA.3.5.3 Use appropriate technology to produce a final draft.	Student Edition: 425-430, 906-908, 912-914 <i>Using Computers</i> 23, 61, 255 <i>Viewing and Representing</i> 103 Teacher Wraparound Edition: A 103; T 126; VR 427
Standard 4: Writing Applications	
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	
9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. (753.04.c)	Student Edition: 23, 36-39, 183, 187, 195, 199, 208-211 Teacher Wraparound Edition: EE 38; ELL 194; VR 186
9.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)	Student Edition: 19, 27, 147, 160-163, 187, 199, 208-211 <i>Journal Writing</i> 25 <i>Write About Reading</i> 172 Teacher Wraparound Edition: VR 186
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	
9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)	Student Edition: 230, 231, 235, 242, 247, 261, 267, 272-275 <i>Write About Reading</i> 280 <i>Writing Across the Curriculum</i> 357
9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a)	Student Edition: 332-333, 337, 338-342, 343, 347, 349, 358, 952 Teacher Wraparound Edition: ELL 342

STANDARDS	PAGE REFERENCES
9.LA.4.2.3 Write technical or scientific text that identifies a sequence of activities or processes. (753.06.c)	<p>Student Edition: 231, 237-238, 239 <i>Activity</i> 433, 435</p> <p>Teacher Wraparound Edition: LPR 230; T 264</p>
Goal 4.3: Acquire Persuasive Writing Skills	
9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. (753.05.b; 753.05.c; 753.06.a)	<p>Student Edition: 291, 299, 303, 307, 311, 312-315 <i>Write About Reading</i> 320 <i>Writing Across the Curriculum</i> 321 <i>Activity</i> 420</p> <p>Teacher Wraparound Edition: EE 314; ELL 290</p>
Goal 4.4: Acquire Skills for Literary Response	
9.LA.4.4.1 Write responses to literature that demonstrate an understanding of the significant ideas of literary works. (753.04.a)	<p>The following examples include either a written or an oral response.</p> <p>Student Edition: 31, 35, 107, 320 #2 <i>Journal Writing</i> 29, 33 <i>Write About Reading</i> 50, 320</p> <p>Teacher Wraparound Edition: ARS 217; CC 49, 118; ELL 30</p>
9.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of an author's style. (753.04.a; 753.04.b)	<p>The following examples include either a written or an oral response.</p> <p>Student Edition: 119 #4, 172 #2, 203, 207, 220 #3, 280 #3 <i>Analyzing a Writer's Process</i> 7 <i>Write About Reading</i> 119</p> <p>Teacher Wraparound Edition: CC 171, 219</p>

STANDARDS	PAGE REFERENCES
Standard 5: Writing Components	
Goal 5.1: Acquire Handwriting Skills	
Goal 5.2: Acquire Spelling Skills	
Goal 5.3: Acquire Skills for Sentence Structure	
9.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)	Student Edition: 344, 363-364, 940-943, 948 <i>Grammar Link</i> 83 <i>Write About Reading</i> 280 Teacher Wraparound Edition: 6TW 277; A 364
9.LA.5.3.2 Edit for agreement, word usage, and fluency. (753.02.b)	Student Edition: 39, 163, 211, 275, 301, 315, 942-943 <i>Write About Reading</i> 172 Teacher Wraparound Edition: T 609
Goal 5.4: Acquire Skills for Using Conventions	
9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)	Student Edition: 39, 521, 543, 941-942 <i>Grammar Link</i> 67, 83, 151, 207, 243, 251, 267, 307 Teacher Wraparound Edition: ELL 620; TMSD 305
9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)	Student Edition: 59, 111, 211, 260, 729, 948 <i>Grammar Link</i> 107, 179 Teacher Wraparound Edition: 6TW 169; EE 714, 716
Standard 6: Communication	
Goals and objectives for this standard included in Grade 9-12 Speech	