



Writer's Choice

Grammar and Composition

Grade 11
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STANDARDS	PAGE REFERENCES
Standard 1: Reading Process	
Goal 1.1: Acquire Concepts About Print	
Goal 1.2: Acquire Concepts About Text	
11.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. (752.01.b)	Student Edition: <i>Linking Writing and Literature</i> 262, 320 <i>Literature Model</i> 256-261, 310-319 Teacher Wraparound Edition: ARS 317; LE 313
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	
11.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)	Student Edition: 792-796 Teacher Wraparound Edition: C 796; CL 795; EE 793

STANDARDS	PAGE REFERENCES
11.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words from American literature. (752.01.a)	Student Edition: 789-791 Teacher Wraparound Edition: EE 790
Standard 2: Comprehension/Interpretation	
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	
11.LA.2.1.1 Compare and contrast similar themes or topics by authors from different time periods or cultures to explain how the historical or cultural context shapes each author's point of view.	Student Edition: 244-246, 248-250 <i>Journal Writing</i> 245 <i>Writing Activity</i> 247, 251 Teacher Wraparound Edition: C 247; MA 244
11.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	Student Edition: 805-807 Teacher Wraparound Edition: CT 806
11.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.	Student Edition: 236-238, 327-328, 330-333, 808-810 <i>Collect Your Thoughts</i> 44, 164, 206, 262, 320 <i>Write About Reading</i> 320 Teacher Wraparound Edition: C 333; EE 810
Goal 2.2: Acquire Skills to Comprehend Expository Text	
11.LA.2.2.1 Analyze the relationships among theses and arguments in informational texts (e.g., newspaper editorials, promotional literature).	Student Edition: 214-216, 222-224, 226-230, 232-234, 240-242, 270-272, 282-286 <i>Linking Writing and Literature</i> 262 <i>Literature Model</i> 256-261 <i>Writing Activities</i> 217, 225, 231, 235, 243, 273, 287 <i>Writing Process in Action</i> 252-255 Teacher Wraparound Edition: CT 259; MA 252

STANDARDS	PAGE REFERENCES
<p>11.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.a; 752.05.c)</p>	<p>Student Edition: 21, 64-66, 215, 220, 272 <i>Cross Curricular Activity</i> 67 <i>Journal Writing</i> 21, 65, 215 <i>Linking Writing and Literature</i> 262 <i>Listening and Speaking</i> 217 <i>Literature Model</i> 256-261 <i>Writing Activity</i> 23, 67, 217, 273 Teacher Wraparound Edition: C 67; MIN 66</p>
<p>11.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. (752.03.e)</p>	<p>Student Edition: 326-327, 343, 924 <i>Linking Writing and Literature</i> 262, 320 <i>Literature Model</i> 256-261, 310-319 Teacher Wraparound Edition: EN 343</p>
<p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p>	
<p>11.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.c)</p> <ul style="list-style-type: none"> • Trace the development of the major periods of American literature. • Contrast the major themes, styles, and trends in different periods. • Evaluate the influences (i.e., philosophical, political, religious, ethical, and social) of the historical period that shaped the characters, plot, and setting. 	<p>Student Edition: 190-192 <i>Linking Writing and Literature</i> 44, 109, 164, 206 <i>Literature Model</i> 40-43, 104-108, 156-163, 198-205, 310-319 <i>Writing Across the Curriculum</i> 45, 110 Teacher Wraparound Edition: ARS 319</p>
<p>11.LA.2.3.2 Analyze how voice and the choice of a narrator affect characterization.</p>	<p>Student Edition: 119 <i>Focus on Voice</i> 44 <i>Learning From The Editor</i> 119 <i>Linking Writing and Literature</i> 44, 164 <i>Literature Model</i> 40-43, 156-163 Teacher Wraparound Edition: CC 163; CT 163; TW 43</p>

STANDARDS	PAGE REFERENCES
11.LA.2.3.3 Analyze the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. (752.02)	Student Edition: 186-187 <i>Linking Writing and Literature</i> 44, 109, 164, 320 <i>Literature Model</i> 40-43, 104-108, 156-163, 310-319 Teacher Wraparound Edition: MA 186; T 187
11.LA.2.3.4 Evaluate the significance of various literary devices, including irony, tone, and figurative language. (752.01.g; 752.02.d)	Student Edition: 250 <i>Focus on Ideas</i> 109 <i>Linking Writing and Literature</i> 109 <i>Literature Model</i> 104-108 Teacher Wraparound Edition: LE 107
11.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. (752.02.d)	Student Edition: 136-137, 148-150, 186-187 <i>Linking Writing and Literature</i> 109, 164, 320 <i>Literature Model</i> 104-108, 156-163, 310-319 <i>Writing Activity</i> 151 Teacher Wraparound Edition: C 151; LE 157; WW 317
Standard 3: Writing Process	
Goal 3.1: Acquire Prewriting Skills	
11.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)	Student Edition: 56-58, 114-115 <i>Journal Writing</i> 57 <i>Listening and Speaking</i> 59 <i>Writing Activity</i> 59 <i>Writing Process in Action</i> 36-37, 100-101, 152-153, 194-195, 252-253, 306-307 Teacher Wraparound Edition: C 59
11.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)	Student Edition: 72-73, 227, 332-333, 918 <i>Journal Writing</i> 227 <i>Writing Across the Curriculum</i> 207 <i>Writing Activity</i> 75, 301, 337 <i>Writing Process in Action</i> 101, 195, 253, 307 Teacher Wraparound Edition: MIN 333; T 73

STANDARDS	PAGE REFERENCES
11.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)	<p>Student Edition: 76-80, 182-184, 229, 236-238, 918-921 <i>Journal Writing</i> 77 <i>Using Computers</i> 81 <i>Writing Across the Curriculum</i> 165, 207 <i>Writing Activity</i> 81, 85, 185, 221, 225, 231, 239 <i>Writing Process in Action</i> 37-38, 101, 195, 308</p> <p>Teacher Wraparound Edition: C 231; T 78</p>
11.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)	<p>Student Edition: 21, 64-66, 215, 220, 272 <i>Cross Curricular Activity</i> 67 <i>Journal Writing</i> 21, 65, 215 <i>Linking Writing and Literature</i> 262 <i>Listening and Speaking</i> 217 <i>Literature Model</i> 256-261 <i>Writing Activity</i> 23, 67, 217, 273</p> <p>Teacher Wraparound Edition: C 67; MIN 66</p>
11.LA.3.1.5 Produce a piece of writing within a set period of time.	<p>Student Edition: <i>Writing Across the Curriculum</i> 45, 110, 165, 207, 263, 321 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: WRW 121</p>
Goal 3.2: Acquire Skills for Writing a Draft	
11.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)	<p>Student Edition: 72-74, 76-80, 82-84 <i>Writing Activity</i> 75, 81, 85 <i>Writing Process in Action</i> 36-38, 100-102, 152-154, 194-196, 252-254, 306-308</p> <p>Teacher Wraparound Edition: T 78</p>

STANDARDS	PAGE REFERENCES
11.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)	Student Edition: 76-80 <i>Journal Writing</i> 77 <i>Writing Activity</i> 81 <i>Writing Process in Action</i> 36-38, 100-102, 152-154, 194-196, 252-254, 306-308 Teacher Wraparound Edition: T 78
Goal 3.3: Acquire Skills for Revising a Draft	
11.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)	Student Edition: 76-77, 118-119, 344-347, 873, 918-919, 921 <i>Revision Checklist</i> 87, 345 <i>Writing Activity</i> 81, 85, 347 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308 Teacher Wraparound Edition: C 347
11.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)	Student Edition: 74, 344-347, 916-917 <i>Revision Checklist</i> 87, 345 <i>Writing Activity</i> 75, 231 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308 Teacher Wraparound Edition: C 75, 347; MIN 74
11.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)	Student Edition: 84, 216, 230, 919 <i>Revision Checklist</i> 345 <i>Writing Across the Curriculum</i> 263 <i>Writing Activity</i> 84, 217, 225, 231 <i>Writing Process in Action</i> 308 Teacher Wraparound Edition: C 347; MIN 216

STANDARDS	PAGE REFERENCES
<p>11.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)</p>	<p>Student Edition: 82-84, 220, 360-363, 914-917, 922 <i>Revision Checklist</i> 345 <i>Writing Activity</i> 85 <i>Writing Process in Action</i> 36-38, 100-102, 152-154, 194-196, 252-254, 306-308</p> <p>Teacher Wraparound Edition: C 85, 347; MIN 361</p>
<p>11.LA.3.3.5 Use literary models to refine writing style. (753.02.b)</p>	<p>Student Edition: 118-119 <i>Literature Model</i> 80, 84 <i>Write About Reading</i> 44, 109, 164, 206, 262, 320 <i>Writing in the Real World</i> 6-7, 50-51, 126-127, 170-171, 212-213, 268-269</p> <p>Teacher Wraparound Edition: C 347</p>
<p>11.LA.3.3.6 Conference with others to improve writing. (753.01.a)</p>	<p>Student Edition: 86-88 <i>Journal Writing</i> 87 <i>Listening and Speaking</i> 11, 89, 273 <i>Using Computers</i> 89 <i>Writing Activity</i> 89 <i>Writing Process in Action</i> 38, 102, 154, 196, 254, 308</p> <p>Teacher Wraparound Edition: MIN 88, 346</p>
<p>Goal 3.4: Acquire Skills for Editing a Draft</p>	
<p>11.LA.3.4.1 Use editing marks to indicate errors in conventions.</p>	<p>Student Edition: 92 <i>Journal Writing</i> 93 <i>Writing Activity</i> 95</p> <p>Teacher Wraparound Edition: T 92</p>

STANDARDS	PAGE REFERENCES
11.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)	<p>Student Edition: 90-93, 120, 348, 798-801, 802-803, 873 <i>Journal Writing</i> 91 <i>Listening and Speaking</i> 67, 95 <i>Using Computers</i> 95, 247 <i>Writing Activity</i> 95 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309</p> <p>Teacher Wraparound Edition: C 95, 803</p>
Goal 3.5: Acquire Skills to Publish Writing	
11.LA.3.5.1 Publish improved draft.	<p>Student Edition: 94, 298-300, 349, 922 <i>Writing Activity</i> 95, 301 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309</p> <p>Teacher Wraparound Edition: C 121, 235, 301; WRW 121</p>
11.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)	<p>Student Edition: 94, 298-300, 349, 922 <i>Listening and Speaking</i> 235 <i>Writing Activity</i> 95, 301 <i>Writing Process in Action</i> 39, 103, 155, 197, 255, 309</p> <p>Teacher Wraparound Edition: C 121, 235, 301; WRW 121</p>
11.LA.3.5.3 Use appropriate technology to produce a final draft.	<p>Student Edition: 870-876, 882-886, 922 <i>Revising Tip</i> 921 <i>Using Computers</i> 31, 59, 75, 81, 85, 95, 99, 143, 151, 239, 247, 277, 297, 301</p> <p>Teacher Wraparound Edition: MIN 142, 873; WRW 121</p>

STANDARDS	PAGE REFERENCES
Standard 4: Writing Applications	
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	
<p>11.LA.4.1.1 Write fictional, autobiographical, or biographical narratives that pace the presentation of action to accommodate changes in time and mood. (753.04.c)</p>	<p>Student Edition: 8-10, 24-26, 172-176, 178-180 <i>Cross Curricular Activity</i> 177, 185 <i>Writing Across the Curriculum</i> 207 <i>Writing Activity</i> 11, 27, 177, 181, 185 <i>Writing Process in Action</i> 36-39, 100-103 Teacher Wraparound Edition: C 185</p>
<p>11.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)</p>	<p>Student Edition: 140-142 <i>Cross Curricular Activity</i> 177, 185, 193 <i>Writing Across the Curriculum</i> 45, 110, 165, 207, 263, 321 <i>Writing Activity</i> 31, 143, 147, 151 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309 Teacher Wraparound Edition: C 147</p>
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	
<p>11.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)</p>	<p>Student Edition: 214-216, 218-220, 222-224, 226-230, 232-234, 236-238, 240-242, 244-246, 248-250 <i>Cross Curricular Activity</i> 221 <i>Writing Across the Curriculum</i> 263 <i>Writing Activity</i> 217, 221, 225, 231, 235, 239, 243, 247, 251 <i>Writing Process in Action</i> 252-255 Teacher Wraparound Edition: C 217</p>
<p>11.LA.4.2.2 Write a research paper or project that makes distinctions between the relative value and significance of specific data, facts, and ideas. The research paper or project should state a thesis, use internal citations, and include a works cited page. (753.05.b; 753.06.a)</p>	<p>Student Edition: 324-329, 330-333, 334-337, 338-343, 344-347, 348-349, 924-929 <i>Writing Activity</i> 329, 333, 337, 343, 347, 349 Teacher Wraparound Edition: MIN 327, 340</p>

STANDARDS	PAGE REFERENCES
<p>11.LA.4.2.3 Write technical or scientific text, including résumés and cover letters, that includes precise language appropriate for topic and audience. (753.06.c)</p>	<p>Student Edition: 409-417, 418-421, 422-426, 427-431 <i>Activity</i> 419, 426, 430, 431 <i>Writing Across the Curriculum</i> 263 <i>Writing Activity</i> 221, 239</p> <p>Teacher Wraparound Edition: C 417; MIN 429</p>
<p>Goal 4.3: Acquire Persuasive Writing Skills</p>	
<p>11.LA.4.3.1 Write persuasive compositions that acknowledge and refute opposing arguments. (753.05.b; 753.05.c; 753.06.a)</p>	<p>Student Edition: 270-272, 274-276, 278-280, 282-286, 288-292, 294-296, 298-300 <i>Cross Curricular Activity</i> 281 <i>Viewing and Representing</i> 281 <i>Writing Across the Curriculum</i> 321 <i>Writing Activity</i> 273, 277, 281, 287, 293, 297, 301 <i>Writing Process in Action</i> 306-309</p> <p>Teacher Wraparound Edition: C 293, 297, 301</p>
<p>Goal 4.4: Acquire Skills for Literary Response</p>	
<p>11.LA.4.4.1 Write a literary analysis supporting important ideas and viewpoints through accurate and detailed citations from the text. (753.04.a)</p>	<p>Student Edition: 96-98, 148-150, 244-246, 248-250, 302-304 <i>Journal Writing</i> 245, 249 <i>Writing Activity</i> 99, 151, 247, 251</p> <p>Teacher Wraparound Edition: C 99, 247</p>
<p>11.LA.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b)</p>	<p>Student Edition: 28-30, 32-34, 190-192 <i>Viewing and Representing</i> 85 <i>Writing Across the Curriculum</i> 110 <i>Writing Activity</i> 35, 189, 193</p> <p>Teacher Wraparound Edition: C 193, 197</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	
11.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)	Student Edition: 360-363, 550-563, 914-915 <i>Checklist</i> 197, 309 Teacher Wraparound Edition: T 101
11.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b)	Student Edition: 82-83, 673-691, 915-921 <i>Checklist</i> 103, 155 <i>Grammar Link</i> 55, 135, 247 <i>Writing Process in Action</i> 38-39, 102-103, 154-155, 254-255, 308-309 Teacher Wraparound Edition: EE 83
Goal 5.4: Acquire Skills for Using Conventions	
11.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. (753.02.a)	Student Edition: 535-563, 579-599, 601-621 <i>Checklist</i> 39, 103, 155, 197, 255, 309 <i>Grammar Link</i> 19, 81, 225 <i>Writing Activity</i> 189, 225 Teacher Wraparound Edition: C 607; EE 581; MIN 577
11.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)	Student Edition: 693-711, 713-746, 922 <i>Checklist</i> 39, 103, 155, 197, 255 <i>Grammar Link</i> 23, 27, 67, 99, 139, 143, 185, 189, 231, 235, 239, 251, 273, 301 <i>Writing Activity</i> 251 Teacher Wraparound Edition: EE 737; MIN 703
Standard 6: Communication	
Goals and objectives for this standard included in Grade 9-12 Speech	