



Writer's Choice

Grammar and Composition

Grade 12
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| STANDARDS | PAGE REFERENCES |
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| Standard 1: Reading Process | |
| Goal 1.1: Acquire Concepts About Print | |
| Goal 1.2: Acquire Concepts About Text | |
| 12.LA.1.2.1 Identify the features and the rhetorical devices of a variety of literature and informational documents. (752.01.b) | Student Edition: 136-139, 140-143, 144-147, 172-175, 176-179, 180-183, 220-225, 226-229, 230-233 <i>Examine the Characteristics</i> 185 <i>Identify Techniques</i> 95 Teacher Wraparound Edition: CT 153; ELL 138; LE 103, 155; T 156, 203, 228; TW 153, 198 |
| 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 | |

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| Goal 1.8: Vocabulary and Concept Development | |
| 12.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a) | Student Edition 757, 788-792 Teacher Wraparound Edition: C 792; CC 789; ELL 757, 790; RWC 792; T 789, 790, 791 |
| 12.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar and multiple-meaning words in literature representing various English speaking cultures and periods. (752.01.a) | Student Edition: 785-787 Teacher Wraparound Edition: CT 261; ELL 787; T 786 |
| Standard 2: Comprehension/Interpretation | |
| Goal 2.1: Acquire Strategies and Skills for Comprehending Text | |
| 12.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: 4-5, 40-47, 196-203, 252-255, 310-315 Teacher Wraparound Edition: CA 34; CC 53, 92, 106, 124, 157, 203; EDW 30; T 42, 47 |
| 12.LA.2.1.2 Apply reading strategies to self monitor for comprehension. | Student Edition: 801-803 <i>Talk About Reading</i> 46, 107, 158 Teacher Wraparound Edition: ARS 43, 105, 156; CC 44; CT 41, 103, 105, 155, 156; ELL 46; T 41, 45, 46, 106, 154 |
| 12.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams. | Student Edition: 16-18, 204 #3, 275, 326-329 <i>Analyze Descriptive Writing</i> 145 <i>Cluster Related Ideas</i> 60 <i>Write About Yourself</i> 9 Teacher Wraparound Edition: CC 265, 315; LPR 30; T 9, 17; UM 277; VR 110, 118 |
| Goal 2.2: Acquire Skills to Comprehend Expository Text | |
| 12.LA.2.2.1 Analyze the relationships among theses and arguments to evaluate claims made in informational texts (e.g., policy statements, campaign speeches). (752.03.c) | Student Edition: 234-235, 238-241, 860-861 <i>Evaluating Sources</i> 917-918 Teacher Wraparound Edition: CT 312; LE 153; T 261; TW 46; UM 239 |

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| <p>12.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: 64-67, 244-245, 405-406 <i>Assignment</i> 192, 256 <i>Prewriting</i> 148-149, 257 <i>Questions to Ask Yourself</i> 217 <i>Topic, Issue and Audience</i> 274-275 Teacher Wraparound Edition: C 67; T 406; WAC 159</p> |
| <p>12.LA.2.2.3 Extend, through original analysis, arguments presented in primary and/or secondary sources. (752.03.a)</p> | <p>Student Edition: 112-113, 238-242, 280-282, 320-323, 917-918 <i>Manage information</i> 331-332 Teacher Wraparound Edition: C 107; CC 106</p> |
| <p>Goal 2.3: Acquire Skills for Comprehending Literary Text</p> | |
| <p>12.LA.2.3.1 Analyze recognized works of literature representing a variety of genres and traditions that: (752.02.a)</p> <ul style="list-style-type: none"> • Trace the development of the major periods of British or World 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>For information on literary traditions, major literary periods, themes, trends and style, see the following page references in Glencoe's <i>The Reader's Choice: British Literature</i> © 2007.</p> <p>Student Edition: 492-493, 708-716, 898-899, 966-977, 1117-1121, 1122-1137, 1246-1255 <i>Contemporary British Literature</i> 1234-1235 <i>Metaphysical and Cavalier Poets</i> 248-249 <i>Modernist Literature</i> 1038-1039 <i>The Novel</i> 916-917 <i>The Poetic Quest</i> 704-705 Teacher Wraparound Edition: DI 1039</p> |
| <p>12.LA.2.3.2 Evaluate how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (752.02)</p> | <p>Student Edition: 94-97, 180-182, 205 #5 <i>Cut Clichés</i> 82 <i>Drafting</i> 37-38 <i>Voice</i> 914 <i>Write for Yourself</i> 10 Teacher Wraparound Edition: A 97; C 183; TW 198, 201</p> |

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| 12.LA.2.3.3 Evaluate the ways in which the theme represents a view or comment on life, using textual evidence to support the claim. (752.02) | Student Edition: 38 Teacher Wraparound Edition: ARS 105; CC 265; CT 203, 312; EE 47; T 311; TW 42 |
| 12.LA.2.3.4 Analyze the ways in which irony, tone, mood, symbolism, and the “sound” of language achieve specific rhetorical or aesthetic purposes. (752.02) | Student Edition: 94-97, 176-178, 205 #4 Teacher Wraparound Edition: CC 203; CT 106, 202; LE 199; TW 198 |
| 12.LA.2.3.5 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme. (752.01.g; 752.02.d) | Student Edition: 49 #1, 107 #2, 136-139, 158 #2, 159 #4 Teacher Wraparound Edition: A 58; CC 203; CT 104, 105, 154, 155, 156; LE 103, 155, 199; T 264; TW 198, 311, 313 |
| Standard 3: Writing Process | |
| Goal 3.1: Acquire Prewriting Skills | |
| 12.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b) | Student Edition: 9-10, 60-63, 112-113 <i>Prewriting</i> 37, 148-149 Teacher Wraparound Edition: C 63; EE 112; MA 148; P 149; T 61, 62, 112 |
| 12.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b) | Student Edition: 60-63, 64-67, 320-322, 913 <i>Develop a Thesis Statement</i> 328-329 <i>Organize Your Essay</i> 276 <i>Plan a Cause-and-Effect Essay</i> 223 <i>Write a Problem-Solution Essay</i> 236 Teacher Wraparound Edition: A 67; CL 322; T 66 |
| 12.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a) | Student Edition: 320-325, 326-329, 330-333, 913 <i>Format a Business Letter</i> 246 <i>Plan a Cause-and-Effect Essay</i> 223 <i>Prewriting Options</i> 307 <i>Write a Problem-Solution Essay</i> 236 <i>Write Your Way Out</i> 217 Teacher Wraparound Edition: C 329; OI 328, 332; UM 223 |

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| 12.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b) | Student Edition: 64-67, 244-245, 405-406 <i>An Alternative Form</i> 328 <i>Assignment</i> 192, 256 <i>Prewriting</i> 148-149, 257 <i>Questions to Ask Yourself</i> 217 <i>Topic, Issue, and Audience</i> 274-275 Teacher Wraparound Edition: C 67; T 406; WAC 159 |
| 12.LA.3.1.5 Produce a piece of writing within a set period of time. | Student Edition: 808-809 <i>Exercise 1</i> 809 Teacher Wraparound Edition: EGE 809 |
| Goal 3.2: Acquire Skills for Writing a Draft | |
| 12.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a) | Student Edition: 68-73, 74-77, 114-115, 330-333 <i>Chart</i> 69 <i>Drafting</i> 99-100, 194, 257-258 Teacher Wraparound Edition: T 69, 70, 71, 75, 114 |
| 12.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b) | Student Edition: 68-73, 172-175, 330-333 <i>Chart</i> 69, 173 <i>Organization</i> 914 <i>Plan a Cause-and-Effect Essay</i> 223 <i>Write a Problem-Solution Essay</i> 236 Teacher Wraparound Edition: OI 332; T 69, 70, 71, 75, 114 |
| Goal 3.3: Acquire Skills for Revising a Draft | |
| 12.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a) | Student Edition: 78-81, 82-85, 116-117, 340-343 <i>Revising</i> 100, 150, 258 <i>Revision Checklist</i> 79, 80, 100, 150, 341 Teacher Wraparound Edition: C 343; ELL 342; T 79, 83, 116 |

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| 12.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b) | Student Edition: <i>Analyze a Revision</i> 342 <i>Create Unity</i> 133 <i>Revise Content</i> 78-79 <i>Revising Wordy Sentences</i> 909-910 <i>Revision Checklist</i> 79, 341 |
| 12.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b) | Student Edition: <i>Achieve Coherence</i> 134 <i>Chart</i> 134, 224 <i>Editing Tip</i> 332 <i>Solving Drafting Problems</i> 332 <i>Using Transitions</i> 912 Teacher Wraparound Edition: ELL 134; T 224 |
| 12.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b) | Student Edition: 356-359, 360-363, 537-538, 546, 548-551, 552-558, 907-910 Teacher Wraparound Edition: C 357, 359, 551 |
| 12.LA.3.3.5 Use literary models to refine writing style. (753.02.b) | Student Edition: 116-117 <i>Literature Model</i> 8, 12, 32, 68, 70, 71, 72, 74, 76, 126, 128, 129 <i>Student Model</i> 10, 16, 33, 130 Teacher Wraparound Edition: TW 105; UM 10, 14, 33, 69, 70, 71, 72, 75, 76, 128, 129 |
| 12.LA.3.3.6 Conference with others to improve writing. (753.01.a) | Student Edition: 845-847, 851-852, 853 <i>Cooperative Learning</i> 73, 89, 147, 179 <i>Revising</i> 100 Teacher Wraparound Edition: C 115; CL 328; ELL 347; LPR 338; LS 151, 195; PD 327; PE 100, 194, 332, 342; T 846, 851 |

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| Goal 3.4: Acquire Skills for Editing a Draft | |
| 12.LA.3.4.1 Use editing marks to indicate errors in conventions. | Student Edition: 88 <i>Chart</i> 88 <i>Cooperative Learning</i> 89 <i>Proofreading Tip</i> 151, 195 Teacher Wraparound Edition: T 88 |
| 12.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a) | Student Edition: 86-89, 118, 344, 671-681 <i>Conventions</i> 915 <i>Editing Checklist</i> 195 <i>Editing/Proofreading</i> 101, 151 Teacher Wraparound Edition: C 89; PE 100; T 87, 88; VR 118 |
| Goal 3.5: Acquire Skills to Publish Writing | |
| 12.LA.3.5.1 Publish improved draft. | Student Edition: 90-93, 862-864, 873-876 <i>Adding to Your Portfolio</i> 159 <i>Present Your Paper</i> 345 <i>Publishing/Presenting</i> 101, 151, 195, 259 Teacher Wraparound Edition: AYP 159; P 150 |
| 12.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b) | Student Edition: 862-864, 880-881 <i>Activity 4</i> 411 <i>Publishing/Presenting</i> 101, 151, 195, 259 <i>Viewing and Representing</i> 93, 191 Teacher Wraparound Edition: C 259; CL 411; MP 879; P 150 |
| 12.LA.3.5.3 Use appropriate technology to produce a final draft. (753.03.b) | Student Edition: 414-417, 423, 866-867, 868-872, 873-876 <i>Using Computers</i> 63, 81, 85, 93, 135, 139 Teacher Wraparound Edition: C 423; CL 871; T 872; UC 342; UM 26 |

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| Standard 4: Writing Applications | |
| Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills | |
| 12.LA.4.1.1 Write reflective compositions that draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. (753.04.c) | Student Edition: 8-11, 12-15, 36-39, 192-195 <i>Adding to Your Portfolio</i> 49 <i>Journal Writing</i> 9, 13 <i>Personal Narrative</i> 204 Teacher Wraparound Edition: ARS 43; C 11, 195; LS 195 |
| 12.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c) | Student Edition: 8-11, 12-15, 32-35, 36-39, 148-151, 192-195 <i>Adding to Your Portfolio</i> 49 <i>Journal Writing</i> 9, 13 <i>Photography</i> 187 <i>Write a Descriptive Paragraph</i> 131 <i>Write a Parody</i> 35 <i>Write a Short-Short Story</i> 187 <i>Write an Essay</i> 135 Teacher Wraparound Edition: ARS 43; C 11, 135, 195; CDP 134; LS 195 |
| Goal 4.2: Acquire Expository (Informational/Research) Writing Skills | |
| 12.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: 208-211, 225, 237, 238-243 <i>Art</i> 215 <i>Making a Speech</i> 219 <i>Write a Feature Article</i> 219 <i>Write an Expository Essay</i> 215 Teacher Wraparound Edition: C 219, 243 |
| 12.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) | Student Edition: 319-325, 326-329, 330-333, 334-339, 340-343, 344-352, 353, 917-922 <i>Your Research Paper</i> 325, 329, 333, 339, 343, 345 Teacher Wraparound Edition: CL 322; ELL 337; T 324, 328, 336 |

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| 12.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) | Student Edition: 24-27, 404-413, 414-423, 425-427 <i>Activity 2</i> 410 <i>Activity 6</i> 412 <i>Activity 12</i> 426 Teacher Wraparound Edition: C 423; CL 411; PA 416, 427 |
| Goal 4.3: Acquire Persuasive Writing Skills | |
| 12.LA.4.3.1 Write persuasive compositions that take into consideration the validity and reliability of sources. (753.05.b; 753.05.c; 753.06.a) | Student Edition: 270-273, 274-279, 280-283, 284-287, 288-293 Teacher Wraparound Edition: A 279, 283; C 287; LPR 290; T 271, 281, 285 |
| Goal 4.4: Acquire Skills for Literary Response | |
| 12.LA.4.4.1 Write a literary analysis supporting important ideas and view points through accurate and detailed citations from the text. (753.04.a) | Student Edition: 28-31, 32-35, 238-243, 334-339 <i>Giving Credit</i> 918-919 <i>Write a Comparison</i> 251, 255 Teacher Wraparound Edition: C 31, 243; T 33, 242 |
| 12.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) | Student Edition: 28-31, 32-35, 252-255 <i>Journal Writing</i> 29 <i>Rewrite a Fairy Tale</i> 183 <i>Write a Book Review</i> 31 <i>Write a Comparison</i> 251, 255 <i>Write a Parody</i> 35 Teacher Wraparound Edition: C 107, 183; CC 106, 170, 203; ELL 34; T 33; UM 96 |

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| Standard 5: Writing Components | |
| Goal 5.1: Acquire Handwriting Skills | |
| Goal 5.2: Acquire Spelling Skills | |
| Goal 5.3: Acquire Skills for Sentence Structure | |
| 12.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b) | Student Edition: 86-88, 101, 356-359, 360-363, 380-381, 382-383, 509, 546, 547, 548-551, 671-681, 907-910 <i>Do a Final Edit</i> 89 <i>Grammar Link</i> 89 <i>Skills Practice</i> 345 Teacher Wraparound Edition: A 89; VR 118 |
| 12.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b) | Student Edition: 80, 86-89, 132-134, 384-387, 388-389, 585-586, 614-618, 619, 907-912, 915-916 <i>Explore Your Own Style</i> 359 Teacher Wraparound Edition: A 89; C 387; SF 156; TW 153 |
| Goal 5.4: Acquire Skills for Using Conventions | |
| 12.LA.5.4.1 Demonstrate control of conventions including subject/verb agreement, verb tense, parallel structure, and clauses. (753.02.a) | Student Edition: 80, 86-89, 132-134, 384-387, 388-389, 548-551, 552-558, 559, 575-578, 585-586, 614-618, 619, 907-912, 915-916 <i>Explore Your Own Style</i> 359 <i>Focus on Conventions</i> 107 Teacher Wraparound Edition: A 89; C 387, 578; EE 577; T 575 |
| 12.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a) | Student Edition: 86-88, 344, 691-693, 694-699, 700-703, 704-706, 707, 746-750 <i>Skills Practice</i> 345 Teacher Wraparound Edition: C 693, 699, 703, 706; CC 692 |
| Standard 6: Communication | |
| Goals and objectives for this standard included in Grade 9-12 Speech. | |