



Writer's Choice

GRAMMAR and COMPOSITION

Grade 9 © 2009

STANDARDS	PAGE REFERENCES
STATE GOAL 1: Read with understanding and fluency.	
Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.	
A. Apply word analysis and vocabulary skills to comprehend selections.	
1.A.4a Expand knowledge of word origins and derivations and use idioms, analogies, metaphors and similes to extend vocabulary development.	Student Edition: 823-826 Teacher Wraparound Edition: EE 825; LD 824
1.A.4b Compare the meaning of words and phrases and use analogies to explain the relationships among them.	Student Edition: 823-826 <i>Grammar Link</i> 271 Teacher Wraparound Edition: EE 825; LD 824
B. Apply reading strategies to improve understanding and fluency.	
1.B.4a Preview reading materials, clarify meaning, analyze overall themes and coherence, and relate reading with information from other sources.	Teacher Wraparound Edition: F 40, 112, 164, 212, 276, 316; VA 41, 43, 45, 47, 114, 117

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1.B.4b Analyze, interpret and compare a variety of texts for purpose, structure, content, detail and effect.	Student Edition: 4-7, 54-57, 134-137, 176-179, 224-227, 284-287
1.B.4c Read age-appropriate material with fluency and accuracy.	Student Edition: 40-49, 112-118, 164, 171, 212-219, 276-279, 316-319
C. Comprehend a broad range of reading materials.	
1.C.4a Use questions and predictions to guide reading.	Teacher Wraparound Edition: F 4, 54, 112, 134, 164, 176, 212, 224, 276, 284, 316
1.C.4b Explain and justify an interpretation of a text.	Student Edition: 50, 119, 172, 220, 280, 320
1.C.4c Interpret, evaluate and apply information from a variety of sources to other situations (e.g., academic, vocational, technical, personal).	Student Edition: 50 #4, 119 #1, 172 #4, 280 #1 <i>Write About Reading</i> 220, 320 Teacher Wraparound Edition: CC 5, 225; CL 178; CT 115; RWC 135, 286
1.C.4d Summarize and make generalizations from content and relate them to the purpose of the material.	Student Edition: <i>Learning to Learn</i> 50, 119, 172, 220, 280, 320 Teacher Wraparound Edition: ARS 270; T 116, 168, 216
1.C.4e Analyze how authors and illustrators use text and art to express and emphasize their ideas (e.g., imagery, multiple points of view).	Student Edition: <i>Analyzing the Media Connection</i> 7, 57, 137, 179, 227, 287 Teacher Wraparound Edition: CT 115
1.C.4f Interpret tables, graphs and maps in conjunction with related text.	Student Edition: 82, 122-123, 252-254, 425-430, 843-846 <i>Using Computers</i> 255 Teacher Wraparound Edition: EE 846; IC 845; LD 844; RWC 254, 430; T 253; VR 94, 122, 186, 427

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.4a Analyze and evaluate the effective use of literary techniques (e.g., figurative language, allusion, dialogue, description, symbolism, word choice, dialect) in classic and contemporary literature representing a variety of forms and media.</p>	<p>Student Edition: 144-146, 148-150, 152-154, 164-171, 188-190, 200-202 <i>Literature Model</i> 198 Teacher Wraparound Edition: CT 202; ELL 140; VR 141</p>
<p>2.A.4b Explain relationships between and among literary elements including character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of the literary piece.</p>	<p>Student Edition: 104-106, 156-158, 184-186, 212-219 <i>Student Model</i> 196 <i>Viewing and Representing</i> 159, 187 Teacher Wraparound Edition: LPR 106; WRW 216</p>
<p>2.A.4c Describe relationships between the author's style, literary form (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, essays) and intended effect on the reader.</p>	<p>Student Edition: 138-142, 204-205 <i>Listening and Speaking</i> 151 <i>Literature Model</i> 22 <i>Student Model</i> 20, 26, 32 Teacher Wraparound Edition: CC 171, 219; T 166; WRW 166</p>
<p>2.A.4d Describe the influence of the author's language structure and word choice to convey the author's viewpoint.</p>	<p>Student Edition: 40-49, 138-142, 204-205 <i>Listening and Speaking</i> 151 <i>Literature Model</i> 22 <i>Student Model</i> 20, 26, 32 Teacher Wraparound Edition: CC 171, 219; T 166; TW 43, 46; WRW 166</p>

STANDARDS	PAGE REFERENCES
B. Read and interpret a variety of literary works.	
<p>2.B.4a Critique ideas and impressions generated by oral, visual, written and electronic materials.</p>	<p>Student Edition: 12-14, 28-30, 32-34, 104-106, 284-286, 308-310 <i>Analyze the Media Connection</i> 287 <i>Write a Movie Review</i> 311 <i>Write an Analysis</i> 107 Teacher Wraparound Edition: ELL 310; RWC 286</p>
<p>2.B.4b Analyze form, content, purpose and major themes of American literature and literature of other countries in their historical perspectives.</p>	<p>Student Edition: 20-22, 54-55, 196-198, 268-270 <i>Learning to Learn</i> 50, 119, 220 <i>Writing Across the Curriculum</i> 51 Teacher Wraparound Edition: C 271; CC 55</p>
<p>2.B.4c Discuss and evaluate motive, resulting behavior and consequences demonstrated in literature.</p>	<p>Student Edition: 20-22, 54-55, 196-198, 268-270 <i>Learning to Learn</i> 50, 119, 220 <i>Writing Across the Curriculum</i> 51 Teacher Wraparound Edition: C 271; CC 55</p>
STATE GOAL 3: Write to communicate for a variety of purposes.	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
A. Use correct grammar, spelling, punctuation, capitalization and structure.	
<p>3.A.4 Use standard English to edit documents for clarity, subject/verb agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Student Edition: 39, 96-98, 111, 163, 211, 275, 315, 348-349 <i>Grammar Link</i> 23, 71, 255</p>

STANDARDS	PAGE REFERENCES
B. Compose well-organized and coherent writing for specific purposes and audiences.	
3.B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	Student Edition: 36-39, 58-60, 62-66, 68-70, 72-74, 76-78, 80-82, 84-86, 88-90, 92-94, 96-98, 100-102, 108-111, 160-163, 208-211, 272-275, 312-315
3.B.4b Produce, edit, revise and format work for submission and/or publication (e.g., manuscript form, appropriate citation of sources) using contemporary technology.	Student Edition: 36-39, 58-60, 62-66, 68-70, 72-74, 76-78, 80-82, 84-86, 88-90, 92-94, 96-98, 100-102, 108-111, 160-163, 208-211, 272-275, 312-315
3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement.	Student Edition: 39, 96-98, 111, 163, 211, 275 <i>Editing Checklist</i> 39, 211 <i>Editing/Proofreading Checklist</i> 163, 315 <i>Editing/Proofreading Questions</i> 111, 275
C. Communicate ideas in writing to accomplish a variety of purposes.	
3.C.4a Write for real or potentially real situations in academic, professional and civic contexts (e.g., college applications, job applications, business letters, petitions).	Student Edition: 20-22, 236-238, 252-254, 256-260, 304-306, 308-310, 413-420, 421-424, 425-430, 431-433, 434-435
3.C.4b Using available technology, produce compositions and multimedia works for specified audiences.	Student Edition: 36-39, 58-60, 62-66, 68-70, 72-74, 76-78, 80-82, 84-86, 88-90, 92-94, 96-98, 100-102, 108-111, 160-163, 208-211, 272-275, 312-315, 413-420, 421-424, 425-430, 431-433, 434-435
STATE GOAL 4: Listen and speak effectively in a variety of situations.	
Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person's knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students' repertoires.	
A. Listen effectively in formal and informal situations.	
4.A.4a Apply listening skills as individuals and members of a group in a variety of settings (e.g., lectures, discussions, conversations, team projects, presentations, interviews).	Student Edition: <i>Listening and Speaking</i> 15, 27, 67, 79, 95, 199, 203, 225, 291 Teacher Wraparound Edition: LS 337

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<p>4.A.4b Apply listening skills in practical settings (e.g., classroom note taking, interpersonal conflict situations, giving and receiving directions, evaluating persuasive messages).</p>	<p>Student Edition: 837-838, 892 <i>Listening and Speaking</i> 239, 251, 307</p> <p>Teacher Wraparound Edition: LS 39, 110</p>
<p>4.A.4c Follow complex oral instructions.</p>	<p>Student Edition: <i>Listening and Speaking</i> 239</p> <p>Teacher Wraparound Edition: LS 86, 242, 432</p>
<p>4.A.4d Demonstrate understanding of the relationship of verbal and nonverbal messages within a context (e.g., contradictory, supportive, repetitive, substitutive).</p>	<p>Student Edition: <i>Listening and Speaking</i> 71, 151, 155, 193, 271</p> <p>Teacher Wraparound Edition: LS 70</p>
<p>B. Speak effectively using language appropriate to the situation and audience.</p>	
<p>4.B.4a Deliver planned informative and persuasive oral presentations using visual aids and contemporary technology as individuals and members of a group; demonstrate organization, clarity, vocabulary, credible and accurate supporting evidence.</p>	<p>Student Edition: <i>Listening and Speaking</i> 35, 183, 267</p> <p>Teacher Wraparound Edition: LS 123, 127</p>
<p>4.B.4b Use group discussion skills to assume leadership and participant roles within an assigned project or to reach a group goal.</p>	<p>Student Edition: 891-892 <i>Listening and Speaking</i> 15, 27, 67, 79, 95, 199, 203, 225, 291</p> <p>Teacher Wraparound Edition: LS 337</p>
<p>4.B.4c Use strategies to manage or overcome communication anxiety and apprehension (e.g., developed outlines, notecards, practice).</p>	<p>Student Edition: 888-891 <i>Listening and Speaking</i> 75</p> <p>Teacher Wraparound Edition: ELL 889; LS 123, 127</p>
<p>4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.</p>	<p>Student Edition: <i>Listening and Speaking</i> 15, 27, 67, 79, 95, 199, 203, 225, 291</p> <p>Teacher Wraparound Edition: LS 337</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
5.A.4a Demonstrate a knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	Student Edition: 324-329, 330-333, 334-337, 338-343, 344-347, 348-356, 950-952 Teacher Wraparound Edition: CL 346; ELL 326, 328; LPR 350; LS 355
5.A.4b Design and present a project (e.g., research report, scientific study, career/higher education opportunities) using various formats from multiple sources.	Student Edition: 324-329, 330-333, 334-337, 338-343, 344-347, 348-356, 950-952 Teacher Wraparound Edition: CL 346; ELL 326, 328; LPR 350; LS 355
B. Analyze and evaluate information acquired from various sources.	
5.B.4a Choose and evaluate primary and secondary sources (print and nonprint) for a variety of purposes.	Student Edition: 72-74, 324-329, 338-342, 801-805, 806-808, 808-810, 953-955 Teacher Wraparound Edition: ELL 326; T 326, 327
5.B.4b Use multiple sources and multiple formats; cite according to standard style manuals.	Student Edition: 72-74, 324-329, 338-342, 801-805, 806-808, 808-810, 953-955 Teacher Wraparound Edition: ELL 326; T 326, 327
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.4a Plan, compose, edit and revise information (e.g., brochures, formal reports, proposals, research summaries, analyses, editorials, articles, overheads, multimedia displays) for presentation to an audience.	Student Edition: 36-39, 58-60, 62-66, 68-70, 72-74, 76-78, 80-82, 84-86, 88-90, 92-94, 96-98, 100-102, 108-111, 160-163, 208-211, 272-275, 312-315

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<p>5.C.4b Produce oral presentations and written documents using supportive research and incorporating contemporary technology.</p>	<p>Student Edition: 102, 889-891 <i>Listening and Speaking</i> 75 <i>Viewing and Representing</i> 61, 255 Teacher Wraparound Edition: ELL 889; LS 124, 127</p>
<p>5.C.4c Prepare for and participate in formal debates.</p>	<p>Student Edition: 292-294, 296-298, 300-302 <i>Listening and Speaking</i> 291 <i>Viewing and Representing</i> 295 Teacher Wraparound Edition: C 295, 299, 307</p>