



Writer's Choice

GRAMMAR and COMPOSITION

Grade 11 © 2009

| STANDARDS | PAGE REFERENCES |
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| <p>STATE GOAL 1: Read with understanding and fluency.</p> | |
| <p>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.</p> | |
| <p>A. Apply word analysis and vocabulary skills to comprehend selections.</p> | |
| <p>1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.</p> | <p>Student Edition: 759-760, 762-763, 765-766, 768-769, 771-772, 792-796</p> <p>Teacher Wraparound Edition: C 773; CC 764, 769; EE 793; EL 760, 772; MIN 160</p> |
| <p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p> | <p>Student Edition: <i>WordWorks</i> 761, 764, 767, 770, 773</p> <p>Teacher Wraparound Edition: C 773; EE 767, 770; MIN 160, 761</p> |

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| B. Apply reading strategies to improve understanding and fluency. | |
| <p>1.B.5a Relate reading to prior knowledge and experience and make connections to related information.</p> | <p>Student Edition: <i>Talk About Reading</i> 44, 109, 164, 206, 262, 320 <i>Writing Across the Curriculum</i> 45, 110, 165, 207, 263, 321</p> <p>Teacher Wraparound Edition: ARS 257; CC 44; TAR 44, 109, 164, 206, 262, 320</p> |
| <p>1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 256-262, 310-320</p> <p>Teacher Wraparound Edition: C 109; CC 44, 108, 163; CT 159, 259</p> |
| <p>1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.</p> | <p>Student Edition: 325-326, 781, 807, 863-865</p> <p><i>Linking Writing and Literature</i> 44, 109, 164, 262, 320</p> <p>Teacher Wraparound Edition: C 109; CC 108, 261; CT 313; TW 107</p> |
| <p>1.B.5d Read age-appropriate material with fluency and accuracy.</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 256-262, 310-320, 806</p> <p>Teacher Wraparound Edition: CT 42</p> |
| C. Comprehend a broad range of reading materials. | |
| <p>1.C.5a Use questions and predictions to guide reading across complex materials.</p> | <p>Student Edition: 104-108, 156-163</p> <p><i>Journal Writing</i> 29</p> <p>Teacher Wraparound Edition: ARS 41, 105, 157, 158, 200, 204, 314; CT 806</p> |
| <p>1.C.5b Analyze and defend an interpretation of text.</p> | <p>Student Edition: <i>Write About Reading</i> 44, 109, 164, 206, 262, 320</p> <p>Teacher Wraparound Edition: WAR 44, 109, 164, 206, 262, 320</p> |
| <p>1.C.5c Critically evaluate information from multiple sources.</p> | <p>Student Edition: 325-326, 781, 807, 863-865</p> <p>Teacher Wraparound Edition: CC 319; MIN 807</p> |

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| <p>1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.</p> | <p>Student Edition: 310-319</p> <p>Teacher Wraparound Edition: ARS 312, 313, 315</p> |
| <p>1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).</p> | <p>Student Edition: 40-43, 156-163, 310-319 <i>Viewing and Representing</i> 35, 239</p> <p>Teacher Wraparound Edition: CC 319; CT 161, 162, 201; TW 311, 312; VA 41, 43, 107, 258, 314; WRW 317</p> |
| <p>1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p> | <p>Student Edition: 236-238, 808-810 <i>Activity</i> 426 <i>Journal Writing</i> 285</p> <p>Teacher Wraparound Edition: EE 810; UM 285</p> |
| <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.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 244-246, 248-250, 256-262, 310-320, 806-807</p> <p>Teacher Wraparound Edition: CC 108; LE 157</p> |
| <p>2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.</p> | <p>Student Edition: 40-44, 104-109, 148-150, 156-164, 186-188, 198-206, 256-262, 310-320 <i>Writing Activities</i> 151</p> <p>Teacher Wraparound Edition: CC 44, 205; LE 157, 203, 205; MIN 150; T 188; TW 107</p> |

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| <p>2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 248-250, 256-262, 310-320 <i>Writing Activities</i> 251 Teacher Wraparound Edition: CC 108, 163</p> |
| <p>2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 256-262, 310-320 <i>Writing Across the Curriculum</i> 207 Teacher Wraparound Edition: CT 313; LE 162</p> |
| <p>B. Read and interpret a variety of literary works.</p> | |
| <p>2.B.5a Analyze and express an interpretation of a literary work.</p> | <p>Student Edition: 28-30, 32-34, 44, 109, 164, 206, 262, 320 <i>Critical Thinking: Interpret</i> 44 <i>Journal Writing</i> 29 <i>Writing Activities</i> 31, 35 Teacher Wraparound Edition: C 31; CT 43, 159, 163</p> |
| <p>2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.</p> | <p>Student Edition: 40-44, 104-109, 156-164, 198-206, 256-262, 310-320 <i>Connect to Your Life</i> 44, 206 <i>Writing Activities</i> 31 Teacher Wraparound Edition: CT 42, 313, 315</p> |

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| STATE GOAL 3: Write to communicate for a variety of purposes. | |
| 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. | |
| A. Use correct grammar, spelling, punctuation, capitalization and structure. | |
| <p>3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.</p> | <p>Student Edition: 90-93, 348, 693-711, 713-748, 798-801, 802-803 <i>Listening and Speaking</i> 67 <i>Writing Activities</i> 95 <i>Writing Process in Action</i> 36-39, 100-103, 148-151, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: A 39, 103, 151, 197, 255, 309; TT 801; WRW 414</p> |
| B. Compose well-organized and coherent writing for specific purposes and audiences. | |
| <p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p> | <p>Student Edition: 64-66, 72-74, 76-80, 82-84 <i>Using Computers</i> 19, 31, 59, 71, 81, 89, 99, 131, 143, 151, 239, 277, 297 <i>Writing Process in Action</i> 36-39, 100-103, 148-151, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: C 75, 85; TT 801</p> |
| C. Communicate ideas in writing to accomplish a variety of purposes. | |
| <p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p> | <p>Student Edition: 64-66, 220, 272 <i>Writing Activities</i> 67, 221, 273, 301 <i>Writing Process in Action</i> 36-39, 100-103, 148-151, 194-197, 252-255, 306-309</p> <p>Teacher Wraparound Edition: C 67</p> |
| <p>3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</p> | <p>Student Edition: 24-26, 409-417, 418-421, 428-431 <i>Writing Activities</i> 27</p> <p>Teacher Wraparound Edition: CL 411; EE 25</p> |

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| STATE GOAL 4: Listen and speak effectively in a variety of situations. | |
| <p>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.</p> | |
| A. Listen effectively in formal and informal situations. | |
| <p>4.A.5a Use criteria to evaluate a variety of speakers’ verbal and nonverbal messages.</p> | <p>Student Edition: 849-851, 864 <i>Viewing and Representing</i> 281, 305 Teacher Wraparound Edition: C 262; CC 851; T 850</p> |
| <p>4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.</p> | <p>Student Edition: 849-851, 864 <i>Viewing and Representing</i> 281, 305 Teacher Wraparound Edition: T 850</p> |
| B. Speak effectively using language appropriate to the situation and audience. | |
| <p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.</p> | <p>Student Edition: 294-296, 852-854 <i>Cross-Curricular Activity</i> 231 <i>Listening and Speaking</i> 31, 151, 193, 217, 235, 273, 305 <i>Writing Activities</i> 297 Teacher Wraparound Edition: MIN 296</p> |
| <p>4.B.5b Use speaking skills to participate in and lead group discussions; analyze the effectiveness of the spoken interactions based upon the ability of the group to achieve its goals.</p> | <p>Student Edition: 855-856 <i>Cross-Curricular Activity</i> 181 <i>Listening and Speaking</i> 19, 59, 81 Teacher Wraparound Edition: C 856; MA 855</p> |
| <p>4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p> | <p>Student Edition: 854 Teacher Wraparound Edition: MIN 854; T 854</p> |

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| <p>4.B.5d Use verbal and nonverbal strategies to maintain communication and to resolve individual, group and workplace conflict (e.g., mediation skills, formal and informal bargaining skills).</p> | <p>The following page can be used to help facilitate this standard. Student Edition: 854</p> |
| <p>STATE GOAL 5: Use the language arts to acquire, assess and communicate information.</p> | |
| <p>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.</p> | |
| <p>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</p> | |
| <p>5.A.5a Develop a research plan using multiple forms of data.</p> | <p>Student Edition: 232-234, 324-325, 877-881 Teacher Wraparound Edition: MA 324; T 234, 325</p> |
| <p>5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.</p> | <p>Student Edition: 232-234, 324-329, 330-333, 334-337, 338-343, 344-347, 348-349 <i>Journal Writing</i> 233 <i>Writing Activities</i> 235 Teacher Wraparound Edition: C 235; JWT 233; MA 232; MIN 234</p> |
| <p>B. Analyze and evaluate information acquired from various sources.</p> | |
| <p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p> | <p>Student Edition: 325-326, 332-333, 334-337, 349 Teacher Wraparound Edition: T 326</p> |
| <p>5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.</p> | <p>Student Edition: 326-329, 338-343 <i>Writing Activities</i> 343 Teacher Wraparound Edition: MIN 340, 342</p> |
| <p>C. Apply acquired information, concepts and ideas to communicate in a variety of formats.</p> | |
| <p>5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.</p> | <p>Student Edition: 887-889 Teacher Wraparound Edition: C 889; INC 888; MIN 884</p> |

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| <p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources.</p> | <p>Student Edition: 332-333, 334-337, 887-889 <i>Writing Activities</i> 337</p> <p>Teacher Wraparound Edition: C 889; INC 888</p> |