



Writer's Choice

GRAMMAR and COMPOSITION

Grade 12 © 2009

STANDARDS	PAGE REFERENCES
<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: 781, 788-789, 790-792 Teacher Wraparound Edition: CC 788; IWT 791; MA 788; T 789, 791; TT 791</p>
<p>1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.</p>	<p>Student Edition: 28-30, 40-47, 94-96, 136-138, 144-146 <i>Linking Writing and Literature</i> 48 #2 <i>Writing Activities</i> 31, 97 Teacher Wraparound Edition: CT 41; ELL 138; LPR 30; T 30, 95, 137, 138; TW 41</p>

STANDARDS	PAGE REFERENCES
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: 16-18 <i>Cross Curricular Activities</i> 89 <i>Journal Writing</i> 17 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing Activities</i> 19</p> <p>Teacher Wraparound Edition: ARS 43; CC 170; JWT 17; UD 17</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: 28-30, 32-34, 40-47, 102-106, 126-130, 152-157, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing About Literature</i> 28-29, 94-95, 144-145, 188-189, 252-253, 302-303 <i>Writing Activities</i> 31, 35</p> <p>Teacher Wraparound Edition: LE 103</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: 28-30, 40-47, 94-96, 102-106, 126-130, 136-138, 144-146, 152-157, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Journal Writing</i> 96 <i>Writing Activities</i> 31</p> <p>Teacher Wraparound Edition: ARS 41; CT 155; T 153, 197</p>
<p>1.B.5d Read age-appropriate material with fluency and accuracy.</p>	<p>Student Edition: 28-30, 40-47, 102-106, 152-157, 196-203, 260-265, 310-315 <i>Writing Activities</i> 31</p> <p>Teacher Wraparound Edition: ARS 41, 105, 106, 156, 157; CT 43, 103</p>

STANDARDS	PAGE REFERENCES
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: 28-30 <i>Writing Across the Curriculum</i> 159</p> <p>Teacher Wraparound Edition: ARS 41, 105, 106, 197; CT 42, 103, 197</p>
<p>1.C.5b Analyze and defend an interpretation of text.</p>	<p>Student Edition: 28-30, 40-47 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing Activities</i> 31</p> <p>Teacher Wraparound Edition: CT 42, 43, 155, 197; T 146</p>
<p>1.C.5c Critically evaluate information from multiple sources.</p>	<p>Student Edition: 28-30 <i>Cross Curricular Activities</i> 89 <i>Write About Reading</i> 48</p> <p>Teacher Wraparound Edition: CL 154, 155; ELL 214</p>
<p>1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.</p>	<p>Student Edition: 28-30 <i>Writing About Literature</i> 28-29, 94-95, 144-145, 188-189, 252-253, 302-303 <i>Writing Activities</i> 35</p> <p>Teacher Wraparound Edition: CT 103</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: 40-47, 102-106, 136-138, 144-146 <i>Cross Curricular Activities</i> 35, 59, 77, 97, 187 <i>Journal Writing</i> 96, 145 <i>Viewing and Representing</i> 31, 35, 59, 77, 171</p> <p>Teacher Wraparound Edition: CT 154; JWT 96, 145</p>

STANDARDS	PAGE REFERENCES
<p>1.C.5f Use tables, graphs and maps to challenge arguments, defend conclusions and persuade others.</p>	<p>Student Edition: 230-232, 419-423 <i>Activity</i> 10, 11 <i>Writing Activities</i> 233</p> <p>Teacher Wraparound Edition: C 423; ELL 232; T 231, 420, 421, 422</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: 47-48, 102-106, 136-138, 140-142, 176-178, 196-203 <i>Linking Writing and Literature</i> 107, 158 <i>Writing About Literature</i> 48-49 <i>Writing Activities</i> 31, 147</p> <p>Teacher Wraparound Edition: CT 153, 155; ELL 138, 178; SN 142; T 137, 138, 146, 177</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: 28-30, 40-47, 102-106, 152-157, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing Activities</i> 31, 147</p> <p>Teacher Wraparound Edition: CC 47; CT 155</p>

STANDARDS	PAGE REFERENCES
<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: 28-30, 40-47, 102-106, 152-157, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing Activities</i> 31, 147 Teacher Wraparound Edition: CC 47; CT 155</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: 64-66, 136-138, 180-182, 196-203 Teacher Wraparound Edition: EE 314; T 30, 65; TW 198</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, 144-146 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 315 <i>Writing About Literature</i> 28-29, 94-95, 144-145, 188-189, 252-253, 302-303 <i>Writing Activity</i> 31 Teacher Wraparound Edition: CT 104, 105, 106, 199; T 146</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: <i>Cross Curricular Activities</i> 89 <i>Linking Writing and Literature</i> 158 <i>Write About Reading</i> 48 Teacher Wraparound Edition: CC 106, 157; EDW 30</p>

STANDARDS**PAGE REFERENCES****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.

3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.

Student Edition:

36-39, 64-66, 68-72, 86-88, 184-186, 212-214, 216-218, 238-242, 274-278, 320-325, 326-329, 330-333, 340-343, 344-345

Journal Writing 65, 87

Linking Writing and Literature 48, 107, 158, 204, 266, 315

Writing About Reading 48, 158

Writing Activities 59, 73, 89, 135, 183, 187, 215, 219, 243, 279, 293

Teacher Wraparound Edition:

D 37; JWT 65; PW 37; T 65, 60; TW 103

B. Compose well-organized and coherent writing for specific purposes and audiences.

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.

Student Edition:

36-39, 64-66, 68-72, 86-88, 184-186, 212-214, 216-218, 238-242, 274-278, 320-325, 326-329, 330-333, 340-343, 344-345

Journal Writing 65, 87

Linking Writing and Literature 48, 107, 158, 204, 266, 315

Writing About Reading 48, 158

Writing Activities 59, 73, 89, 135, 183, 187, 215, 219, 243, 279, 293

Teacher Wraparound Edition:

D 37; JWT 65; PW 37; T 65, 60; TW 103

STANDARDS

PAGE REFERENCES

C. Communicate ideas in writing to accomplish a variety of purposes.

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.

Student Edition:

68-72, 74-76, 78-80, 166-170, 172-174, 176-178,
184-186, 192-195, 212-214, 216-218, 238-242,
274-278, 320-325, 326-329, 330-333, 340-343,
344-345

Journal Writing 21, 69, 127

Linking Writing and Literature 48, 107, 158, 204,
266, 315

Using Computers 78, 132, 136, 166

Writing About Reading 48

Writing Activities 35, 59, 73, 77, 89, 131, 135,
183, 187, 215, 219, 243, 279, 293

Teacher Wraparound Edition:

D 37; JWT 96; T 193, 194

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).

Student Edition:

20-22, 24-26

Journal Writing 21, 25

Writing Activities 15, 23, 27

Teacher Wraparound Edition:

BR 20; FR 25; JWT 21, 25; T 21, 22

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.5a Use criteria to evaluate a variety of speakers' verbal and nonverbal messages.

Student Edition:

845-847, 850

Teacher Wraparound Edition:

CCC 850; EE 847; Y 846, 847

4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.

Student Edition:

845-847, 850, 855-859, 860-861

Teacher Wraparound Edition:

EE 847, ELL 214, 846, 861

STANDARDS	PAGE REFERENCES
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: 848-850, 851-852, 853 <i>Listening and Speaking</i> 187 Teacher Wraparound Edition: CC 106; T 851</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: 851-852 <i>Collaborative Writing</i> 27, 68, 82, 126, 172, 220, 238 Teacher Wraparound Edition: 322, 851</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: 850 Teacher Wraparound Edition: PA 850; T 850</p>
<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>Student Edition: 851-852</p>
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
<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>	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
<p>5.A.5a Develop a research plan using multiple forms of data.</p>	<p>Student Edition: 320-325 <i>Writing Activities</i> 325 Teacher Wraparound Edition: CL 323; T 322, 324</p>

STANDARDS	PAGE REFERENCES
<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: 326-329, 330-333, 344-345 <i>Writing Activities</i> 329, 333, 345</p> <p>Teacher Wraparound Edition: MA 326; T 328</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: 64-66, 68-72 <i>Journal Writing</i> 65, 69 <i>Writing Activities</i> 67, 73</p> <p>Teacher Wraparound Edition: JWT 65, 67, 71; RWC 70; T 65, 69</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: 322-325, 334-339 <i>Prewriting Tip</i> 335 <i>Writing Activities</i> 325, 339</p> <p>Teacher Wraparound Edition: C 339; CL 323; ELL 337; SN 336; T 323, 324, 336, 337, 338</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: 320-325, 326-329, 330-333, 344-345 <i>Writing Activities</i> 325, 329, 345</p> <p>Teacher Wraparound Edition: CL 323, MA 326; T 322, 324, 328</p>
<p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>Student Edition: 320-325, 326-329, 330-333, 344-345 <i>Writing Activities</i> 325, 329, 345</p> <p>Teacher Wraparound Edition: CL 323, MA 326; T 322, 324, 328</p>