

GLENCOE CORRELATION
WRITER'S CHOICE: GRAMMAR AND COMPOSITION GRADE 9
COLORADO
Reading/Writing Standards
Grades 9-12

OBJECTIVES	PAGE REFERENCES
STANDARD 1: Students read and understand a variety of materials. In order to meet this standard, students will	
<ul style="list-style-type: none"> use comprehension skills such+ as previewing, predicting, inferring, comparing and contrasting, re-reading and self-monitoring, summarizing, identifying the author's purpose, determining the main idea, and applying knowledge of foreshadowing, metaphor, simile, symbolism, and other figures of speech; 	SE: 50, 119 <i>Analyzing the Media Connection 7, 57</i> <i>Literature Model 69, 90</i> TWE: GR 41-49, 113-118, 165-171 RM 55
<ul style="list-style-type: none"> make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it; 	SE: <i>Your Research Paper 329</i> TWE: B 112, 164, 324 DP 225 MA 276 PLR 73
<ul style="list-style-type: none"> adjust reading strategies for different purposes such as reading carefully, idea by idea; skimming and scanning; fitting materials into an organizational pattern, such as reading a novel chronologically; finding information to support particular ideas; and finding the sequence of steps in a technical publication; 	SE: 839-840
<ul style="list-style-type: none"> use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension; and 	SE: 144-145, 819-826, 829-830
<ul style="list-style-type: none"> use information from their reading to increase vocabulary and enhance language usage. 	SE: 144-145, 819-826
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using a full range of strategies to comprehend essays, speeches, autobiographies, and first-person historical documents in addition to the types of literature mentioned above. 	SE: 20, 22, 205 TWE: GR 41-49
For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include	
<ul style="list-style-type: none"> using a full range of strategies to comprehend literary criticism and literary analysis, professional and technical journals, and professional-level reading materials that match their career or academic interests. 	TWE: CL 419 LAS 432

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STANDARD 2: Students write and speak for a variety of purposes and audiences. In order to meet this standard, students will	
<ul style="list-style-type: none"> write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading; 	SE: 36 <i>Listening and Speaking</i> 27 <i>Write...</i> 15, 19, 23, 61, 107, 143, 183, 203 <i>Writing Across the Curriculum</i> 173
<ul style="list-style-type: none"> write and speak for audiences such as peers, teachers, and the community; 	SE: 36, 208, 272 <i>Listening and Speaking</i> 27 <i>Present...</i> 103 <i>Write...</i> 19, 23, 147, 183, 235
<ul style="list-style-type: none"> plan, draft, revise, proofread, and edit written communications; 	TWE: 36-39, 108-111, 160-163, 208-211, 272-275, 312-315, 324-349
<ul style="list-style-type: none"> use a variety of devices such as figurative language, symbolism, dialect, and precise vocabulary to convey meaning; 	SE: 144-147, 192-195, 300-303 <i>Self-Evaluation</i> 163, 211 <i>Write</i> 27
<ul style="list-style-type: none"> organize written and oral presentations using strategies such as lists, outlining, cause/effect relationships, comparison/contrast, problem/solution, and narration; and 	SE: 84-87, 150-151, 162, 184-187, 240-243, 248-251, 330-331 <i>Journal Writing</i> 249 <i>Cross-Curricular Activity</i> 199, 239 <i>Write...</i> 251
<ul style="list-style-type: none"> use handwriting and at the most appropriate time, word processing to produce a product that is legible. 	SE: 906-908 <i>Using Computers</i> 23 TWE: MIN 907
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using fictional, dramatic, and poetic techniques in writing; 	SE: <i>Write...</i> 27, 187, 191, 195, 199
<ul style="list-style-type: none"> conveying technical information in a written form appropriate to the audience; 	SE: 236-239, 431-433 <i>Cross-Curricular Activity</i> 235 <i>Write...</i> 61, 255
<ul style="list-style-type: none"> supporting an opinion using various forms of persuasion (factual or emotional) in speaking and writing; 	SE: 288-291, 296-299, 304-307, 312-315 <i>Writing Across the Curriculum</i> 321
<ul style="list-style-type: none"> incorporating material from a wider range of sources (for example, newspapers, magazines, interviews, technical publications, books) in their writing and speaking; 	SE: 72-74, 258, 273, 326 <i>Listening and Speaking</i> 35, 251
<ul style="list-style-type: none"> selecting a focused topic and drafting, revising, editing, and proofreading a legible final copy; 	SE: 36-39, 108-111, 160-163, 208-211, 272-275, 312-315, 324-349
<ul style="list-style-type: none"> writing in various specialized fields such as career and academic interest areas (for example, scientific, technical, business communications); and 	SE: 412-435, 902-904
<ul style="list-style-type: none"> experimenting with stylistic elements such as voice, tone, and style. 	SE: 344-347, 360-364 <i>Revising</i> 38

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For students extending their English/Language Arts education beyond these standards, what they know and are able to do may include	
<ul style="list-style-type: none"> writing longer, formal papers using sources such as technical journals and government publications to support an original thesis; 	SE: 324-349
<ul style="list-style-type: none"> making oral presentations for audiences within or outside the school in a variety of media; 	SE: 888-891, 902-904 <i>Cross-Curricular Activity</i> 191, 199 <i>Listening and Speaking</i> 35, 71, 195 <i>Viewing and Representing</i> 235 TWE: LAS 110, 163
<ul style="list-style-type: none"> using style books or technical manuals to become self-evaluators of their writing; and 	SE: 343
<ul style="list-style-type: none"> analyzing, synthesizing, and evaluating a variety of written and spoken material. 	SE: 885-887, 899-901
STANDARD 3: Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. In order to meet this standard, students will	
<ul style="list-style-type: none"> know and use correct grammar in speaking and writing; 	SE: 438-537, 581-709 <i>Grammar Link</i> 11, 15, 31, 35, 67, 83, 155, 159
<ul style="list-style-type: none"> apply correct usage in speaking and writing; 	SE: 438-537, 581-709 <i>Grammar Link</i> 11, 15, 31, 35, 67, 83, 155, 159
<ul style="list-style-type: none"> use correct sentence structure in writing; and 	SE: 539-569 <i>Grammar Link</i> 7, 23, 57, 61, 71, 99, 187, 255, 299
<ul style="list-style-type: none"> demonstrate correct punctuation, capitalization, and spelling. 	SE: 711-764, 828-835 <i>Grammar Link</i> 61, 75, 79, 87, 103, 107, 179, 191
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using pronoun reference correctly in writing and speaking; 	SE: 633-657 <i>Grammar Link</i> 15, 31, 159, 207, 267, 307
<ul style="list-style-type: none"> using phrases and clauses for purposes of modification and parallel structure in writing and speaking; 	SE: 519-537, 545-551, 670-675 <i>Grammar Link</i> 7, 143, 151, 261
<ul style="list-style-type: none"> using internal capitalization and punctuation of secondary quotations in writing; 	SE: 722-723, 752-753
<ul style="list-style-type: none"> using manuscript forms specified in various style manuals for writing (for example, indenting for extended quotations, precise placement and form of page numbers, appropriate line spacing); and 	SE: 340-342, 349-356
<ul style="list-style-type: none"> refining spelling and grammatical skills and becoming a self-evaluator of their writing and speaking. 	SE: 828-835 <i>Adding to Your Portfolio</i> 51, 120 <i>Check...</i> 87, 91 <i>Edit</i> 99 <i>Self-Evaluation</i> 39

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STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing. In order to meet this standard, students will	
<ul style="list-style-type: none"> make predictions, analyze, draw conclusions, and discriminate between fact and opinion in writing, reading, speaking, listening, and viewing; 	SE: 50, 119, 841 <i>Analyzing the Media Connection</i> 57, 137 TWE: GR 41-49, 113-118, 165-171
<ul style="list-style-type: none"> use reading, writing, speaking, listening, and viewing to define and solve problems; 	SE: 262-267, 848-883
<ul style="list-style-type: none"> recognize, express, and defend points of view orally and in writing; 	SE: 288-292, 295, 304-307, 312-315 <i>Write...</i> 299 TWE: GR 317-319
<ul style="list-style-type: none"> identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director; and 	SE: 41-50, 113-119, 165-172, 213-220, 276-280, 317-320
<ul style="list-style-type: none"> evaluate the reliability, accuracy, and relevancy of information. 	SE: 293-294, 328, 809-810 <i>Evaluate an Editorial</i> 295
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> recognizing an author's point of view, purpose, and historical and cultural context; 	TWE: A 50, 119, 172, 220, 280, 320
<ul style="list-style-type: none"> using reading, writing, listening, articulate speaking, and viewing to solve problems; 	SE: <i>Spelling</i> 35 <i>Viewing and Representing</i> 61 <i>Cross-Curricular Activity</i> 91 <i>Listening and Speaking</i> 67, 75, 155
<ul style="list-style-type: none"> knowing what constitutes literary quality based on elements such as the author's point of view, the author's selection of significant details, theme development, and the author's reflection of events and ideas of his or her lifetime; and 	TWE: WRW 46, 113
<ul style="list-style-type: none"> critiquing the content of written work and oral presentations. 	SE: 50, 172, 220 <i>Listening and Speaking</i> 71, 95, 251 <i>Viewing and Representing</i> 99 TWE: LAS 39
For students extending their English/Language Arts education beyond the standard, what they know and are able to do may include	
<ul style="list-style-type: none"> applying principles of formal logic to written and oral texts. 	SE: 296-298, 886, 900-901 <i>Viewing and Representing</i> 299
STANDARD 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. In order to meet this standard, students will	
<ul style="list-style-type: none"> select relevant material for reading, writing, and speaking purposes; 	SE: 9, 12-14, 17-18, 21, 62-66, 72-74, 325, 801-810
<ul style="list-style-type: none"> understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading and writing; 	SE: 799-810, 909-911

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<ul style="list-style-type: none"> paraphrase, summarize, organize, and synthesize information; 	SE: 327, 330-337
<ul style="list-style-type: none"> give credit for others' ideas, images, or information; and 	SE: 329, 338-342
<ul style="list-style-type: none"> use information to produce a quality product. 	SE: 348-349 <i>Listening and Speaking</i> 35, 183, 251, 267
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> using organizational features of printed text such as citations, end notes, and bibliographic references to locate relevant information; 	SE: 839 TWE: T 808-809
<ul style="list-style-type: none"> evaluating information in light of what they know and their specific needs; 	SE: 328
<ul style="list-style-type: none"> using organizational features of electronic text such as bulletin boards, database keyword searches, and e-mail addresses to locate information when technology is available; 	SE: 806-810, 909-911
<ul style="list-style-type: none"> using strategies to gain information from journals, research studies, and technical documents; and 	SE: 839-846
<ul style="list-style-type: none"> using available technology to access information, conduct research, and produce a carefully documented product. 	SE: 801-810, 906-914
For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include	
<ul style="list-style-type: none"> understanding and applying knowledge of the structure, organization, and use of various media, reference, and technological information sources in their reading and writing as they meet academic, personal, and professional challenges; 	SE: 799-810, 906-914
<ul style="list-style-type: none"> locating information appropriate for their reading and writing purposes such as career and academic interest, leisure time, and self-improvement; 	SE: 799-810, 906-914
<ul style="list-style-type: none"> using information from various resources, both primary and secondary, as a vehicle for expressing their own thoughts, impressions, and ideas; 	SE: 324-349 <i>Write...</i> 107, 207, 261
<ul style="list-style-type: none"> giving precise, formal credit for others' ideas, images, or information; and 	SE: 338-343
<ul style="list-style-type: none"> planning and presenting multimedia presentations. 	SE: 915-917

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STANDARD 6: Students read and recognize literature as a record of human experience. In order to meet this standard, students will	
<ul style="list-style-type: none"> know and use literary terminology; 	SE: 918-927
<ul style="list-style-type: none"> read literature to investigate common issues and interests; 	SE: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319
<ul style="list-style-type: none"> read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar; 	SE: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319
<ul style="list-style-type: none"> read literature that reflects the uniqueness and integrity of the American experience; 	SE: 40-49, 112-118, 212-219, 316-319
<ul style="list-style-type: none"> read classic and contemporary literature, representing various cultural and ethnic traditions from throughout the world; and 	SE: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319
<ul style="list-style-type: none"> read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups. 	SE: 40-49, 112-118, 164-171, 212-219, 276-279, 316-319
As students in grades 9-12 extend their knowledge, what they know and are able to do includes	
<ul style="list-style-type: none"> reading, responding to, and discussing novels, poetry, short stories, non-fiction, content-area and technical material, plays, essays, and speeches; 	SE: 50, 119 <i>Cross-Curricular Activity 311</i> <i>Listening and Speaking 15, 27</i> <i>Write... 31, 35, 107</i>
<ul style="list-style-type: none"> using literary terminology accurately, such as theme, mood, diction, idiom, perspective, style, and point of view; 	SE: 104, 106, 220 <i>Write... 107, 207, 271</i> <i>Journal Writing 105, 139, 205</i> TWE: T 106
<ul style="list-style-type: none"> identifying recurrent themes in United States literature; and 	
<ul style="list-style-type: none"> developing and supporting a thesis about the craft and significance of particular works of literature, both classic and contemporary, from a variety of ethnic writers. 	SE: <i>Cross-Curricular Activity 311</i> <i>Write... 107, 203</i>
For students extending their English/Language Arts education beyond the standards, what they know and are able to do may include	
<ul style="list-style-type: none"> comparing and contrasting stories, novels, poems, and other forms of literature from different countries, time periods, or cultures; 	SE: 248-249, 268-270 <i>Cross-Curricular Activity 311</i> <i>Write... 271</i> TWE: WRW 214
<ul style="list-style-type: none"> using novels, poetry, short stories, non-fiction, autobiographies, plays, essays, speeches, literary criticisms and analyses, and any other literature to explore academic, personal, or career issues; and 	SE: 40-50, 112-119, 212-220 TWE: B 40, 112, 212 WRW 44, 48
<ul style="list-style-type: none"> understanding the common themes in the literature of the United States and in world literature. 	

Codes Used for TWE Pages

A	Assess
B	Bellringer
CL	Cooperative Learning
DP	Discussion Project
GR	Guided Reading
LAS	Listening and Speaking
MA	Motivating Activity
PLR	Preparing for Library Research
RM	Reading Media
T	Teach
WRW	Writing in the Real World