



**ARIZONA**

**Language Arts Standards Grades 9-12**

***Writer's Choice: Grammar and Composition Grade 9* © 2005**

OBJECTIVES	PAGE REFERENCES
<b>Standard 2: Writing</b>	
W-P1. Use transitional devices; varied sentence structures; the active voice; parallel structures; supporting details, phrases and clauses; and correct spelling, punctuation, capitalization, grammar and usage to sharpen the focus and clarify the meaning of their writings	
PO 1. Use transitions (e.g., conjunctive adverbs, coordinating conjunctions, subordinating conjunctions) where appropriate	SE: 475-480 <i>Cross-Curricular Activity</i> 239 <i>Grammar Link</i> 91 TWE: ELL 90, 182
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	SE: 360-385, 552, 940-491 <i>Grammar Link</i> 7, 71
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	SE: <i>Grammar Link</i> 95 TWE: WRW 130
PO 4. Use parallel structure appropriately	SE: 90, 91, 364 <i>Revising Tip</i> 270
PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of <ul style="list-style-type: none"> <li>• capitalization</li> <li>• standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense)</li> <li>• spelling, with the use of dictionary/thesaurus (as needed)</li> <li>• punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon)</li> </ul>	SE: 388-411 <i>Grammar Link</i> 31, 35, 61, 83, 107, 155, 195, 251, 291
W-P2. Write a persuasive essay (e.g., an editorial, a review, an essay, a critique) that contains effective introductory and summary statements; arranges the arguments effectively; and fully develops the ideas with convincing proof, details, facts, examples and descriptions	
PO 1. Write a thesis statement to convey a point of view about a subject	SE: 289, 314 <i>Write...</i> 291, 307
PO 2. Develop the point of view with ample and convincing support (e.g., details, facts, reasons, examples and descriptions) appropriate to audience and purpose	SE: 289-290, 292-294, 314 <i>Grammar Link</i> 287 <i>Write...</i> 307 TWE: ELL 290
PO 3. Create an organizational structure that includes an effective beginning, middle and end	SE: 288-290, 304-307, 308-310, 312-315 <i>Write...</i> 291, 307
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	SE: 300-302, 315, 941-942 <i>Grammar Link</i> 303 <i>Write...</i> 303 TWE: TW 319

<b>OBJECTIVES</b>	<b>PAGE REFERENCES</b>
W-P3. Write an analysis of an author's use of literary elements such as character, setting, theme, plot, figurative language and point of view	
PO 1. Develop a thesis that states a position about the author's use of literary elements	SE: 106, 202, 205-206, 270 <i>Write...</i> 107, 203, 207, 271
PO 2. Support the thesis with relevant examples from the selection	SE: 106, 202, 205-206, 270 <i>Write...</i> 107, 203, 207, 271
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	SE: 204-206, 268-270 <i>Drafting Tip</i> 269 <i>Write...</i> 107, 203, 207, 271 TWE: CT 202
PO 4. Organize the analysis with a clear beginning, middle and end	SE: 264-265, 268-270 <i>Write...</i> 107, 203, 207, 271 TWE: CC 219 TW 214
W-P4. Craft a cohesive research document that develops a logical argument or thesis; contains comprehensive, supporting information from a variety of credible and cited resources; and conforms to a style manual	
PO 1. State a point of view, position or argument about the subject	SE: 332, 357
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end	SE: 334-337, 357
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	SE: 324-329, 344-347, 357, 950-955
PO 4. Follow the guidelines of a selected style manual consistently	SE: 338-342, 952-955 TWE: ELL 328
W-P5. Write formal communications, such as a resume, manuals and letters of application, in appropriate formats, for a definite audience and with a clear purpose	
PO 1. Establish a clear purpose for a specific audience	SE: 413-424 TWE: CL 415
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	SE: 413-424 TWE: CoL 419
PO 3. Include only relevant information	SE: 413-424 TWE: ELL 424
PO 4. Use language with an appropriate degree of formality	SE: 413-424 TWE: CoL 419

OBJECTIVES	PAGE REFERENCES
W-P6. Write a narrative or story that develops complex characters, plot structure, point of view and setting; organizes ideas in meaningful sequence; and includes sensory details and concrete language to advance the story line	
PO 1. Write a first- or third-person narrative or story <ul style="list-style-type: none"> <li>• develop a point of view</li> <li>• present events in a logical order</li> <li>• develop events that convey a unifying theme or tone</li> <li>• include sensory details, concrete language and/or dialogue</li> <li>• use literary elements (e.g., plot, setting, character, theme)</li> </ul>	SE: 180-182, 184-186, 188-190, 192-194, 196-198 <i>Write...</i> 183, 187, 191, 195, 199

### Codes Used for TWE Pages

CC	Compare and Contrast
CL	Civic Literacy
CoL	Cooperative Learning
CT	Critical Thinking
ELL	English Language Learners
TW	6+1 Trait Writing
WRW	Writing in the Real World