



Glencoe

ARIZONA

Language Arts Standards Grades 9-12

Writer's Choice: Grammar and Composition Grade 10 © 2005

OBJECTIVES	PAGE REFERENCES
Standard 2: Writing	
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: 476-481, 544, 545-546 TWE: EE 478 EL 480 ELL 477
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	SE: 545-546, 547-548, 556, 562-572, 573 TWE: C 572 SSW 573 TSS 573
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	SE: 126-130, 140-143, 170-173, 248-250, 600-601 <i>Listening and Speaking</i> 135 <i>Write a Descriptive Paragraph</i> 131 <i>Write a News Article</i> 251 <i>Write a Personal Narrative</i> 173 <i>Write from a Vantage Point</i> 143
PO 4. Use parallel structure appropriately	SE: 360-364
PO 5. Sharpen the focus and clarify the meaning of their writing through the appropriate use of <ul style="list-style-type: none"> • capitalization • standard grammar and usage (e.g., subject-verb agreement, pronoun agreement and consistency of verb tense) • spelling, with the use of dictionary/thesaurus (as needed) • punctuation (e.g., comma, ellipsis, apostrophe, semicolon, colon) 	SE: 585-610, 611, 613-625, 626-634, 635, 644-648, 713-730, 731, 733-778, 779, 829-834
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: 282-284, 290-292, 303-304, 306-308, 310-313 <i>Write a Book Review</i> 309 <i>Write a Letter</i> 293 <i>Write an Opinion</i> 285

OBJECTIVES	PAGE REFERENCES
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: 282-284, 286-288, 290-292, 303-304, 306-308, 310-313 <i>Write a Book Review</i> 309 <i>Write a Letter</i> 293 <i>Write an Editorial</i> 289 <i>Write an Opinion</i> 285 TWE: SN 292
PO 3. Create an organizational structure that includes an effective beginning, middle and end	SE: 286-288, 290-292, 303-304, 306-308, 310-313 <i>Write a Book Review</i> 309 <i>Write a Letter</i> 293 <i>Write an Editorial</i> 289 <i>Write an Opinion</i> 285
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	SE: 282-284, 298-300, 310-311 <i>Cross-Curricular Activity</i> 301 TWE: EE 304 EL 284, 296, 308 ELL 300
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: 144-146, 148-150, 196-198, 258-260 <i>Write a Comparison-Contrast Essay</i> 261 <i>Write a Conflict Analysis</i> 199 <i>Write a Setting Analysis</i> 151
PO 2. Support the thesis with relevant examples from the selection	SE: 144-146, 148-150, 196-198, 252-256, 258-260 <i>Write a Comparison-Contrast Essay</i> 261 <i>Write a Conflict Analysis</i> 199 <i>Write an Essay Answer</i> 257 <i>Write a Setting Analysis</i> 151
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	SE: 144-146, 148-150, 196-198, 258-260 <i>Write a Comparison-Contrast Essay</i> 261 <i>Write a Conflict Analysis</i> 199 <i>Write a Setting Analysis</i> 151
PO 4. Organize the analysis with a clear beginning, middle and end	SE: 144-146, 148-150, 196-198, 258-260, 262-265 <i>Write a Comparison-Contrast Essay</i> 261 <i>Write a Conflict Analysis</i> 199 <i>Write a Setting Analysis</i> 151
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: 294-296, 306-308, 322-327, 332-335 <i>Write a Book Review</i> 309 <i>Write an Evaluation of a Place</i> 297

OBJECTIVES	PAGE REFERENCES
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end	SE: 72-74, 306-308, 328-331, 332-334 <i>Plan Ordered Paragraphs 75</i> TWE: C 331 ELL 330 LPR 250 MA 328 T 329, 330
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	SE: 60-62, 248-250, 286-288, 290-292, 336-341 <i>Make a Plan for Writing 63</i> <i>Write a Letter 293</i> <i>Write a News Article 251</i> <i>Write an Editorial 289</i> TWE: C 63, 293 SN 292
PO 4. Follow the guidelines of a selected style manual consistently	SE: 46-89, 322-348, 349-355 TWE: T 339, 910
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: 56-58, 224-226, 298-300, 413, 417-419, 420-423, 434-435 <i>Identify Purpose and Audience 59</i> <i>Write an Ad 301</i> <i>Write an Explanation of a Painting 227</i>
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	SE: 72-74, 228-230, 232-234, 236-238, 413, 417-419, 420-423, 434-435 <i>Plan Ordered Paragraphs 75</i> <i>Write a "How-to" Article 231</i>
PO 3. Include only relevant information	SE: 76-80, 228-230, 232-234, 236-238, 413, 417-419, 420-423, 434-435 <i>Revise for Effective Paragraphs 81</i> TWE: CT 327 T 333
PO 4. Use language with an appropriate degree of formality	SE: 342-345, 412, 417-419, 420-423 <i>Write an Essay Answer 257</i> TWE: CC 418 RWC 256 T 418
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"> • develop a point of view • present events in a logical order • develop events that convey a unifying theme or tone • include sensory details, concrete language and/or dialogue • use literary elements (e.g., plot, setting, character, theme) 	SE: 170-172, 174-178, 180-182, 188-190, 200-203 <i>Write a Personal Narrative 173</i> <i>Write a Story Opening 183</i> <i>Write an Anecdote 191</i> TWE: CL 178

Codes Used for TWE Pages

C	Close
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
ELL	English Language Learners
LPR	Less Proficient Readers
MA	Motivating Activity
RWC	Real World Connection
SN	Special Needs
SSW	Sentence Structure in Writing
T	Teach
TSS	Techniques with Sentence Structure