



ARIZONA

Language Arts Standards Grades 9-12

***Writer's Choice: Grammar and Composition Grade 11* © 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: 79, 216, 230, 334, 345 <i>Writing Process in Action</i> 38 <i>Writing Activities</i> 85, 217, 231 <i>Writing Across the Curriculum</i> 263 TWE: MIN 216
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	SE: 345, 360-363 TWE: T 363
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	SE: 24-26, 64-66, 298-300 <i>Writing Activities</i> 27, 67, 281, 301 <i>Writing Across the Curriculum</i> 263 TWE: C 67
PO 4. Use parallel structure appropriately	SE: 82-84, 363 <i>Writing Activities</i> 85 TWE: T 83
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: 90-94, 120, 384-407, 673-688, 798-803 <i>Listening and Speaking</i> 67 <i>Writing Activities</i> 95, 239 <i>Writing Process in Action</i> 197 TWE: C 95
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: 270-272 <i>Writing Activities</i> 273, 277, 281, 287 <i>Viewing and Representing</i> 273 <i>Cross Curricular</i> 281 <i>Writing Process in Action</i> 306-309 TWE: C 273

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: 270-272 <i>Writing Activities</i> 273, 277, 281, 287 <i>Viewing and Representing</i> 273 <i>Cross Curricular</i> 281 <i>Writing Process in Action</i> 306-309 TWE: C 273
PO 3. Create an organizational structure that includes an effective beginning, middle and end	SE: 78-80, 270-272, 294-296, 298-300 <i>Writing Activities</i> 273, 287, 297 <i>Writing Process in Action</i> 306-309 TWE: JWT 299
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	SE: 82-84, 294-296, 300, 363 <i>Writing Activities</i> 85, 301 <i>Viewing and Representing</i> 293 TWE: MIN 138, 272
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: 186-188, 190-192, 248-250, 271 <i>Writing Activities</i> 81, 99, 189, 193, 251 TWE: C 189
PO 2. Support the thesis with relevant examples from the selection	SE: 186-189 <i>Writing Activities</i> 81, 99, 189 TWE: C 189
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	SE: 96-98, 186-188, 190-192, 248-250, 271 <i>Writing Activities</i> 99, 189, 193, 251 TWE: C 189
PO 4. Organize the analysis with a clear beginning, middle and end	SE: 76-80 <i>Journal Writing</i> 79 <i>Writing Activities</i> 81, 251 TWE: JWT 79
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: 240-242, 324-329 <i>Writing Activities</i> 243, 329 <i>Writing Across the Curriculum</i> 357 TWE: T 326
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end	SE: 78-80, 240-242, 330-333, 334-337 <i>Writing Activities</i> 333 <i>Writing Across the Curriculum</i> 357 TWE: C 333
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	SE: 240-242, 325-328 <i>Writing Activities</i> 243, 329 <i>Writing Across the Curriculum</i> 357 TWE: MIN 284
PO 4. Follow the guidelines of a selected style manual consistently	SE: 338-343, 349, 427 TWE: T 341

OBJECTIVES	PAGE REFERENCES
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: 24-26, 64-66, 409-421, 427-431 <i>Writing Activities 27</i> <i>Writing Process in Action 36-39</i> TWE: CiLi 415
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	SE: 24-26, 78-80, 409-421, 427-431 <i>Writing Activities 27</i> <i>Viewing and Representing 27</i> <i>Writing Process in Action 36-39</i> TWE: MIN 412
PO 3. Include only relevant information	SE: 24-26, 74, 409-421, 427-431 <i>Writing Activities 27, 75</i> <i>Writing Process in Action 36-39</i> TWE: MA 418 C 421
PO 4. Use language with an appropriate degree of formality	SE: 24-26, 409-421, 427-431 <i>Writing Activities 27</i> <i>Writing Process in Action 36-39</i> TWE: WRW 410
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: 172-176, 182-184 <i>Writing Activities 177, 185</i> <i>Writing Process in Action 194-197</i> <i>Writing Across the Curriculum 207</i> TWE: JWT 183

Codes Used for TWE Pages

C	Close
CiLi	Civic Literacy
JWT	Journal Writing Tip
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach
WRW	Writing in the Real World