



**ARIZONA**

**Language Arts Standards Grades 9-12**

***Writer's Choice: Grammar and Composition Grade 12* © 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: 74-76, 80, 134, 218, 224 <i>Writing Process in Action</i> 38, 258 <i>Writing Activities</i> 77, 135, 225 TWE: MIN 134
PO 2. Vary sentence structure (e.g., compound, complex, compound-complex)	SE: 80, 356-359 <i>Grammar Link</i> 63 TWE: T 357
PO 3. Use active voice as appropriate to purpose (e.g., creative writing, expository writing)	SE: <i>Writing Activities</i> 11, 23, 27, 215, 247 <i>Writing Process in Action</i> 36-39, 98-101, 192-195 TWE: JWT 239
PO 4. Use parallel structure appropriately	SE: 80, 134, 359 <i>Writing Activities</i> 81 TWE: T 134
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: 86-88, 344, 380-403, 671-682, 794-799 <i>Writing Activities</i> 89 <i>Writing Across the Curriculum</i> 159 TWE: JWT 87
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: 70, 276, 278, 296 <i>Writing Activities</i> 67, 297 <i>Cross Curricular</i> 283 <i>Writing Process in Action</i> 306-309 TWE: T 278
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: 64-66, 70, 275-277, 280-282 <i>Writing Activities</i> 279, 283 <i>Cross Curricular</i> 283 TWE: C 283

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PO 3. Create an organizational structure that includes an effective beginning, middle and end	SE: 68-72, 276-278 <i>Journal Writing</i> 277 <i>Writing Activities</i> 279 TWE: C 279
PO 4. Use persuasive word choice and sentence structure (e.g., connotation, strong verbs, repetition and parallelism)	SE: 80, 285, 294-296, 356 <i>Grammar Link</i> 147 <i>Writing Activities</i> 279, 287, 293, 297 <i>Writing Process in Action</i> 306-309 TWE: MIN 296
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: 70, 214, 242, 252-254, 276 <i>Literature Model</i> 196-203 <i>Linking Writing and Literature</i> 204 TWE: T 278
PO 2. Support the thesis with relevant examples from the selection	SE: 70, 214, 241-242, 252-254, 276 <i>Writing Activities</i> 31, 147, 243 <i>Literature Model</i> 196-203 <i>Linking Writing and Literature</i> 204 TWE: T 197, 199
PO 3. Analyze the author's use of literary elements (e.g., character, setting and theme)	SE: 144-146, 241 <i>Writing Activities</i> 147 <i>Literature Model</i> 196-203 <i>Linking Writing and Literature</i> 203 TWE: T 199, 200, 201
PO 4. Organize the analysis with a clear beginning, middle and end	SE: 70-72 TWE: C 73
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: 320-322, 328-329 TWE: T 328
PO 2. Organize with a beginning that states the thesis, a middle that develops the thesis, and an end	SE: 326-329, 330-333 <i>Writing Activities</i> 329, 333 TWE: T 329
PO 3. Support a point of view, position, or argument, utilizing facts, examples, details, and/or quotes from credible, accurate sources	SE: 322-323, 330-333, 771-778 <i>Writing Activities</i> 325 TWE: T 324
PO 4. Follow the guidelines of a selected style manual consistently	SE: 335, 337-338 <i>Writing Activities</i> 325, 339 TWE: T 336
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, 66, 244-246, 405-427 <i>Writing Activities</i> 27, 247 TWE: CL 407
PO 2. Use a clear and appropriate organizational pattern following a standard format for the assigned communication	SE: 24-26, 69-72, 246-247, 405-427 <i>Writing Activities</i> 27, 247 TWE: T 408, 420 C 423

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PO 3. Include only relevant information	SE: 24-26, 246-247, 405-418, 425-427 <i>Writing Activities</i> 27, 243, 247 TWE: CL 417
PO 4. Use language with an appropriate degree of formality	SE: 24-26, 64-65, 246-247, 410-413, 425-427 <i>Writing Activities</i> 27, 247 TWE: MIN 246
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: 166-170, 172-174, 176-178, 180-182, 184-186 <i>Writing Activities</i> 171, 175, 179, 183, 187 TWE: C 179

### Codes Used for TWE Pages

C	Close
CL	Cooperative Learning
JWT	Journal Writing Tip
MIN	Meeting Individual Needs
T	Teach