



## MINNESOTA

### Language Arts Academic Standards Grades 9-12

#### *Writer's Choice: Grammar and Composition Grade 12* © 2005

| CONTENT STANDARDS   | PAGE REFERENCES   |
|---|---|
| <b>I. READING AND LITERATURE</b>  |   |
| Students will read and understand grade-appropriate English language text.  |   |
| <b>A. Word Recognition, Analysis, and Fluency</b><br>(Standard under this heading may be locally determined.)   |   |
| <b>B. Vocabulary Expansion</b><br>Standard: The student will apply a variety of strategies to expand vocabulary.<br>The student will:   |   |
| 1. Acquire, understand and use vocabulary by learning words through explicit vocabulary instruction and independent reading, and appropriately use these words in writing.  | SE: 785-787<br><i>Talk About Reading</i> 107<br><i>Wordworks</i> 757<br>TWE: MIN 787                              |
| 2. Determine the meaning of unfamiliar words and metaphors by using dictionaries, context clues and reference books.  | SE: 780-783, 785-787<br>TWE: MIN 787  |
| 3. Identify and analyze analogies.  | SE: 140-142, 226-228<br><i>Writing Activities</i> 143, 229<br><i>Viewing and Representing</i> 229<br>TWE: MIN 142 |
| 4. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary.   | SE: 788-792<br>TWE: MIN 790   |
| 5. Understand the meaning of unknown words using derivations, such as word roots and word origins.  | SE: 788-792<br>TWE: T 789   |
| <b>C. Comprehension</b><br>Standard: The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.<br>The student will:                   |   |
| 1. Monitor comprehension and know when and how to use strategies to clarify the understanding of a selection.   | SE: 16-18, 801-803<br><i>Listening and Speaking</i> 19<br>TWE: T 802  |
| 2. Comprehend and evaluate the purpose, accuracy, comprehensiveness, and usefulness of informational materials.   | SE: 260-265, 801-803<br>TWE: C 803  |
| 3. Analyze and draw accurate conclusions about information contained in warranties, contracts, job descriptions, technical descriptions and other informational sources, selected from labels, warnings, manuals, directions, applications and forms in order to complete specific tasks. | SE: 216-218, 230-232, 234-236, 414-418<br>TWE: CL 417   |

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| 4. Analyze a variety of nonfiction materials selected from journals, essays, speeches, biographies and autobiographies.   | SE: 40-47, 102-106, 152-157, 196-203, 252-254, 260-265, 310-315<br><i>Linking Writing and Literature</i> 204, 316<br>TWE: CT 203                              |
| 5. Summarize and paraphrase main idea and supporting details.   | SE: 324<br><i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316<br>TWE: ARS 263  |
| 6. Trace the logical development of an author's argument, point of view or perspective and evaluate the adequacy, accuracy and appropriateness of the author's evidence in a persuasive text.   | SE: 40-47, 196-203, 260-265, 302-304, 310-315, 803<br><i>Linking Writing and Literature</i> 48, 204, 266, 316<br><i>Writing Activities</i> 305<br>TWE: CT 315 |
| 7. Make inferences and draw conclusions based on explicit and implied information from texts.   | SE: 40-47, 196-203, 260-265, 302-304, 310-315, 803<br><i>Linking Writing and Literature</i> 48, 204, 266, 316<br><i>Writing Activities</i> 305<br>TWE: CT 315 |
| 8. Evaluate clarity and accuracy of information, as well as the credibility of sources.   | SE: 250, 280-282, 323, 803<br>TWE: CL 803   |
| 9. Identify, understand and explain the various types of fallacies in logic.  | SE: 284-286<br><i>Journal Writing</i> 285<br><i>Viewing and Representing</i> 287<br>TWE: T 286  |
| 10. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.   | SE: 252-254, 322-324, 330-332, 868-872<br>TWE: T 324  |
| <b>D. Literature</b><br><u>Standard:</u> The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.<br>The student will: |   |
| 1. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from American literature.   | SE: 40-47, 102-106, 152-157, 196-203, 252-254, 260-265, 310-315<br><i>Linking Writing and Literature</i> 48, 107, 158, 204, 316<br>TWE: EE 314                |
| 2. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from British literature.  | SE: 196-203<br><i>Linking Writing and Literature</i> 204<br>TWE: EE 201   |
| 3. Read, analyze and evaluate traditional, classical and contemporary works of literary merit from civilizations and countries around the world.  | SE: 40-47, 102-106, 152-157, 196-203, 252-254, 260-265, 310-315<br><i>Linking Writing and Literature</i> 48, 107, 158, 204, 316<br>TWE: EE 314                |
| 4. Evaluate the impact of an author's decisions regarding word choice, point of view, style and literary elements.  | SE: 40-47, 102-106, 152-157, 196-203, 252-254, 260-265, 310-315<br><i>Linking Writing and Literature</i> 48, 107, 158, 204, 316<br>TWE: CC 315                |

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| 5. Analyze, interpret and evaluate the use of figurative language and imagery in fiction and nonfiction selections, including symbolism, tone, irony and satire.   | SE: 136-138, 144-146, 295<br>TWE: C 147<br>MIN 242, 296<br>LE 312   |
| 6. Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution. | SE: 94-96, 166-170, 172-174, 180-182, 196-203<br><i>Journal Writing</i> 96, 167, 169, 181<br>TWE: T 169   |
| 7. Evaluate a literary selection from several critical perspectives.   | SE: 40-47, 102-106, 152-157, 196-203, 252-254, 260-265, 310-315<br><i>Linking Writing and Literature</i> 48, 107, 158, 204, 316<br>TWE: EE 314  |
| 8. Analyze classic and contemporary poems for poetic devices.  | See Glencoe's <i>Writer's Choice: Grammar and Composition Grade 11</i> © 2005<br>SE: 32-34, 190-192, 248-250<br><i>Writing Activities</i> 35, 193, 251<br><i>Journal Writing</i> 249<br>TWE: C 35, 193, 251 |
| 9. Analyze the characteristics of literary forms.  | SE: 28-30, 185, 188-189, 238-242<br><i>Writing Activities</i> 31, 243<br>TWE: MIN 242   |
| 10. Interpret the effect of literary and structural devices.   | SE: 94-96, 144-146, 166-170, 172-174, 176-178, 180-182<br><i>Writing Activities</i> 147<br>TWE: C 147   |
| 11. Demonstrate how literary works reflect the historical contexts that shaped them.   | SE: 252-254, 310-315<br><i>Linking Writing and Literature</i> 316<br>TWE: T 254   |
| 12. Synthesize ideas and make thematic connections among literary texts, public discourse, media and other disciplines.  | SE: 298-300<br><i>Writing Across the Curriculum</i> 49, 108, 159, 205, 267, 317<br><i>Cross Curricular</i> 139, 293<br>TWE: C 301   |
| 13. Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.                            | SE: 188-190, 847, 855-859<br><i>Writing Activities</i> 191<br><i>Viewing and Representing</i> 191<br>TWE: EE 190<br>T 857   |
| 14. Respond to literature using ideas and details from the text to support reactions and make literary connections.  | SE: 28-30, 32-34<br><i>Journal Writing</i> 29<br><i>Writing Activities</i> 31, 35<br><i>Linking Writing and Literature</i> 48, 196, 316<br>TWE: C 31  |
| 15. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.  | SE: 28-30, 32-34, 252-254<br><i>Journal Writing</i> 29<br><i>Writing Activities</i> 31, 35<br><i>Linking Writing and Literature</i> 48, 196, 316<br>TWE: C 31   |

| CONTENT STANDARDS  | PAGE REFERENCES   |
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| <b>II. WRITING</b><br><i>(Writing should be addressed across content areas and integrated into the curriculum.)</i><br>Students will write clearly and coherently for a variety of audiences and purposes. |   |
| <b>A. Type of Writing</b><br><u>Standard:</u> The student will write in narrative, expository, descriptive, persuasive and critical modes.<br>The student will:  |   |
| 1. Plan, organize and compose narrative, expository, descriptive, persuasive, critical and research writing to address a specific audience and purpose.  | SE: <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195, 256-259, 306-309<br><i>Writing Activities</i> 131, 175, 237<br>TWE: C 131   |
| <b>B. Elements of Composition</b><br><u>Standard:</u> The student will engage in a writing process with attention to audience, organization, focus, quality of ideas, and a purpose.<br>The student will:  |   |
| 1. Generate, gather, and organize ideas for writing.   | SE: 60-62<br><i>Writing Process in Action</i> 36-37, 98-99, 148-149, 192-193, 256-257<br>TWE: T 61  |
| 2. Develop a thesis and clear purpose for writing.   | SE: 64-66, 130<br><i>Writing Activities</i> 67<br><i>Writing Process in Action</i> 98-99, 148-149, 192-194, 256-257<br>TWE: T 66                  |
| 3. Make generalizations and use supporting details.  | SE: <i>Writing Process in Action</i> 37-38, 99-100, 149-150, 194, 257-258<br>TWE: C 139   |
| 4. Arrange paragraphs into a logical progression.  | SE: 68-72, 127-129<br><i>Writing Process in Action</i> 37-38, 99-100, 149-150, 257-258<br>TWE: T 128  |
| 5. Revise writing for clarity, coherence, smooth transitions and unity.  | SE: 74-76, 132-134<br><i>Writing Process in Action</i> 38, 100, 150, 194, 258<br>TWE: C 77, 135   |
| 6. Apply available technology to develop, revise and edit writing.   | SE: 230-232, 866-867, 873-876, 915<br><i>Using Computers</i> 23, 63, 85, 135, 175, 233, 247<br><i>Writing Process in Action</i> 259<br>TWE: C 233 |
| 7. Generate footnotes, endnotes and bibliographies in a consistent and widely accepted format.   | SE: 334-339, 917<br>TWE: T 338  |
| 8. Revise, edit and prepare final drafts for intended audiences and purposes.  | SE: 78-80, 82-84, 86-88<br><i>Writing Process in Action</i> 38-39, 100-101, 150-151, 194-195, 258-259<br>TWE: MIN 80                              |

| CONTENT STANDARDS   | PAGE REFERENCES  |
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| <p><b>C. Spelling, Grammar and Usage</b><br/> Standard: The student will apply standard English conventions when writing.<br/> <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i><br/> The student will:</p> |  |
| 1. Understand the differences between formal and informal language styles and use each appropriately.   | SE: 82-84, 410-413, 414-416<br><i>Writing Activities 85</i><br>TWE: T 83   |
| 2. Use an extensive variety of correctly punctuated sentences for meaning and stylistic effect.   | SE: 709-739<br><i>Writing Activities 89</i><br>TWE: C 711  |
| 3. Edit writing for correct grammar, capitalization, punctuation, spelling, verb tense, sentence structure, and paragraphing to enhance clarity and readability:  | SE: 86-88, 356-359, 691-703, 709-739<br><i>Writing Process in Action 38-39, 100-101, 150-151, 194-195, 258-259</i><br><i>Writing Activities 89</i> |
| a. Correctly use reflexive case pronouns and nominative and objective case pronouns, including <i>who</i> and <i>whom</i> .   | SE: 620-639<br>TWE: EE 623<br>C 629  |
| b. Correctly use punctuation such as the comma, semicolon, colon, hyphen, and dash.   | SE: 712-725<br><i>Grammar Link 23, 35, 97, 225, 287</i><br>TWE: EE 722   |
| c. Correctly use <i>like/as if, any/any other, this kind/these kinds, who/that, and every/many</i> when they occur in a sentence.   | SE: 671-681<br>TWE: RWC 678  |
| d. Correctly use verb forms with attention to subjunctive mood, subject/verb agreement, and active/passive voice.   | SE: 571-591, 599-613<br><i>Grammar Link 59, 73</i><br>TWE: MIN 610   |
| e. Correctly use the possessive pronoun before the gerund.  | SE: 622<br><i>Grammar Link 67</i><br>TWE: T 622  |
| <p><b>D. Research</b><br/> Standard: The student will locate and use information in reference materials.<br/> The student will:</p>   |  |
| 1. Use print, electronic databases and online resources to access information, organize ideas, and develop writing.   | SE: 321-323, 771-778, 866-867, 868-872, 873-876<br>TWE: C 778  |
| 2. Identify key terms specific to research tools and processes.   | SE: 321-322, 868-872<br>TWE: T 872   |
| 3. Narrow the focus of a search by formulating a concise research question or thesis.   | SE: 321-322, 328<br><i>Writing Activities 329</i><br>TWE: T 322  |
| 4. Develop a research plan.   | SE: 321-324, 913<br>TWE: T 322<br>MA 326   |
| 5. Evaluate and organize relevant information from a variety of sources, verifying the accuracy and usefulness of gathered information.   | SE: 282, 322, 917-918<br>TWE: CL 328   |
| 6. Produce a report with detailed evidence to support a thesis.   | SE: 330-333<br><i>Writing Activities 343</i>   |

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| 7. Distinguish between reliable and questionable Internet sources and apply responsible use of technology.  | SE: 322, 917-918   |
| 8. Understand plagiarism and its consequences, and identify ethical issues of research and documentation.   | SE: 325, 918   |
| 9. Organize and synthesize information from a variety of sources and present it in a logical manner.  | SE: 322-324, 326-329<br><i>Writing Activities</i> 329<br>TWE: C 329<br>T 332       |
| 10. Credit sources for both quoted and paraphrased ideas.   | SE: 334-339, 918-919, 920-922<br>TWE: T 336  |
| 11. Cite sources of information using a standard method of documentation, such as a style sheet from the Modern Language Association (MLA) or from the American Psychological Association (APA).              | SE: 334-339, 918-919, 920-922<br>TWE: T 336  |
| 12. Proofread the final copy, format correctly and prepare the document for publication or submission.  | SE: 344-345, 919<br>TWE: MA 344  |
| <b>E. Handwriting and Word Processing</b><br>(Standards under this heading may be locally determined.)  |  |
| <b>III. SPEAKING, LISTENING AND VIEWING</b><br>The student will speak clearly and effectively for a variety of purposes and audiences and actively listen to, view and evaluate oral communication and media. |  |
| <b>A. Speaking and Listening</b><br><u>Standard:</u> The student will demonstrate understanding and communicate effectively through listening and speaking.<br>The student will:                              |  |
| 1. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation.  | SE: 845-847, 860-861<br>TWE: T 847   |
| 2. Deliver a speech in a logical manner using grammatically correct language, including vocabulary appropriate to the topic, audience and purpose.  | SE: 848-850<br><i>Listening and Speaking</i> 85, 237, 247<br>TWE: T 850            |
| 3. Understand the relationship between nonverbal, interpersonal, and small group communication.   | SE: 851-852, 853<br>TWE: MA 851  |
| 4. Describe the role of communication in everyday situations (e.g., advertising, informal social, business, formal social, etc.).   | SE: 848<br>TWE: MA 848<br>C 850  |
| 5. Understand the effects of media on society and culture.  | SE: 860-861<br>TWE: T 861  |
| 6. Identify and understand essential elements, skills and implications of persuasion, argumentation, and debate as essential oral skills.   | SE: <i>Listening and Speaking</i> 279<br><i>Cross Curricular</i> 283<br>TWE: C 283 |
| 7. Apply assessment criteria to self-evaluation of oral presentations.  | SE: 850<br>TWE: PA 850   |

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| <p><b>B. Media Literacy</b><br/> <i>(At the high school level, media literacy should be addressed across content areas and integrated into the curriculum at the discretion of the local district.)</i><br/> <b>Standard:</b> The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p> |  |
| 1. Evaluate the accuracy and credibility of information found on Internet sites.   | SE: 917-918  |
| 2. Evaluate the logic of reasoning in both print and non-print selections.   | SE: 284-285, 860-861<br>TWE: C 287   |
| 3. Evaluate the source's point of view, intended audience and authority.   | SE: 860-861<br>TWE: MA 860<br>UC 861   |
| 4. Determine whether the evidence in a selection is appropriate, adequate and accurate.  | SE: 280-282, 803<br>TWE: C 283   |
| 5. Evaluate the content and effect of persuasive techniques used in print and broadcast media.   | SE: 860-861<br><i>Viewing and Representing 287</i><br>TWE: C 283             |
| 6. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.   | SE: 250, 855-859, 860-861<br><i>Viewing and Representing 287</i>             |
| 7. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.   | SE: 860-861<br><i>Viewing and Representing 287</i>                           |
| 8. Formulate critical, evaluative questions relevant to a print or non-print selection.  | SE: 861<br>TWE: UC 861   |
| 9. Critically analyze and evaluate the strategies employed in news broadcasts, documentaries, and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts.  | SE: 860-861<br>TWE: T 861  |
| 10. Demonstrate an understanding of ethics in mass communication and describe the characteristics of ethical and unethical behavior.   | The following pages can be used to help facilitate this goal.<br>SE: 860-861 |

## Codes Used for TWE Pages

|     |                           |
|-----|---------------------------|
| ARS | Active Reading Strategies |
| C   | Close                     |
| CC  | Compare and Contrast      |
| CL  | Cooperative Learning      |
| CT  | Critical Thinking         |
| EE  | Enrichment and Extension  |
| LE  | Literary Element          |
| MA  | Motivating Activity       |
| MIN | Meeting Individual Needs  |
| PA  | Practice and Assess       |
| RWC | Real World Connection     |
| T   | Teach                     |
| UC  | Use the Chart             |