

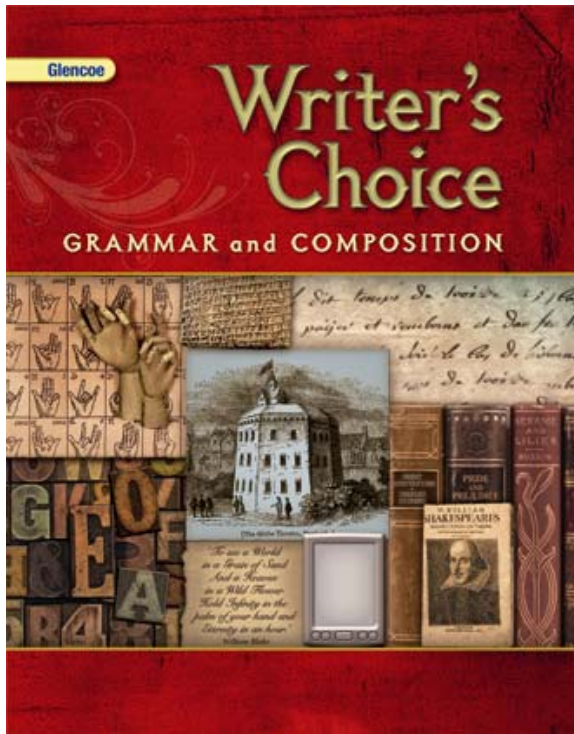


Glencoe

English Language Arts
Content and Achievement Standards
Grade 12



North
Dakota



Glencoe

Writer's Choice

GRAMMAR and COMPOSITION

Grade 12 © 2009

STANDARDS	PAGE REFERENCES
Standard 1: Students engage in the research process	
RESEARCH PLANNING	
12.1.1. Plan a research strategy	Student Edition: 320, 321-322, 322-323, 324-325, 917 <i>Writing Activities</i> 325 Teacher Edition: CL 322, 323; MA 320, 326; T 321, 322, 323, 324
12.1.2. Determine purpose; e.g., inform, persuade	Student Edition: 28-30, 64-66, 234-236, 241, 274-275, 276-277, 278, 328-329 <i>Journal Writing</i> 239, 241, 275, 277 <i>Literature Model</i> 238-239, 274, 277 <i>Writing Activities</i> 31, 67, 215, 243, 279, 329 Teacher Edition: B 28, 64; MA 28, 64, 326; T 29, 65, 214, 239, 328

STANDARDS	PAGE REFERENCES
12.1.3. Develop a research question	<p>Student Edition: 28-29, 30, 64, 65, 66, 235, 236, 239, 240, 241, 242, 274-275, 321, 328-329</p> <p><i>Journal Writing</i> 29, 65, 235, 239, 241, 275 <i>Literature Model</i> 65, 234, 238-239, 274 <i>Student Model</i> 29 <i>Writing Activities</i> 31, 67, 215, 243, 279, 325, 329</p> <p>Teacher Edition: B 28, 64; MA 28, 64, 326; T 29, 65, 214, 239, 328</p>
<p>ACCESSING INFORMATION <i>No benchmark expectations at this level</i></p>	
<p>ORGANIZING RESEARCH INFORMATION</p>	
12.1.4. Defend research paper or project	<p>Student Edition: 344-345</p> <p><i>Writing Activities</i> 325, 329, 333, 339, 343, 345</p> <p>Teacher Edition: EE 350; MA 344: T 346, 347, 351</p>
<p>PRESENTATION <i>No benchmark expectations at this level</i></p>	
<p>EVALUATING RESEARCH PROCESS</p>	
12.1.5. Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources	<p>Student Edition: 64, 65, 66, 320, 321, 322, 322-323, 324-325, 326-327, 328-329, 330-331, 331-332, 332-333, 334-335, 335, 336, 337-339</p> <p><i>Journal Writing</i> 65 <i>Literature Model</i> 65 <i>Unit 7 Review</i> 353 <i>Writing Activities</i> 325, 329, 333, 339, 343, 345 <i>Writing Effective Research Papers</i> 917-919</p> <p>Teacher Edition: C 329, 352; CL 322, 323; EL 328; ELL 332, 337; MA 320, 326, 330, 334; SN 336; T 321, 322, 323, 324, 327, 328, 336, 337, 338</p>

STANDARDS	PAGE REFERENCES
Standard 2: Students engage in the reading process	
LITERARY GENRES	
12.2.1. Identify satire and allegory	Student Edition: 296, 298, 299, 300 <i>Journal Writing</i> 295, 299 <i>Literature Model</i> 296 <i>Student Model</i> 294 <i>Writing Activities</i> 297, 301 Teacher Edition: B 294, 298; ELL 296, 300; MA 294, 298; T 295, 296, 299, 300
INFORMATIONAL GENRES	
12.2.2. Critique details, facts, and concepts from nonfiction genres	Student Edition: 249, 250, 252, 254, 281, 282 <i>Journal Writing</i> 249, 253, 281 <i>Literature Model</i> 248, 249, 250, 253, 254 <i>Model</i> 280 <i>Student Model</i> 282 <i>Writing Activities</i> 251, 255, 283 Teacher Edition: B 280; C 251; CC 265; LPR 250; MA 280; T 249, 281, 282
READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS	
12.2.3. Identify techniques used in persuasive writing such as fallacies of logic, faulty reasoning, and manipulative language	Student Edition: 281, 282, 284-285, 286, 289, 290-291 <i>Journal Writing</i> 281, 285, 289, 291 <i>Literature Model</i> 291 <i>Model</i> 280, 284, 288 <i>Student Model</i> 282, 292 <i>Writing Activities</i> 287, 293 Teacher Edition: B 280, 284, 288; JWT 285, 291; MA 280, 284, 288; SN 286; T 281, 282, 285, 286, 289, 290, 291, 292

STANDARDS	PAGE REFERENCES
PURPOSES FOR READING	
<p>12.2.4. <i>Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.</i></p>	<p>Student Edition: <i>Learning to Learn</i> 204 <i>Literature Model</i> 12, 74, 102-106, 196-203 <i>Talk About Reading</i> 107 #1-#4, 204 #1-#4 <i>Write About Reading</i> 107</p> <p>Teacher Edition: ARS 105, 196; B 102; CT 199; EE 201; MA 12; T 14, 75, 103, 104, 197, 198, 199, 201, 202; TW 198</p>
LITERARY ELEMENTS AND TECHNIQUES	
<p>12.2.5. Interpret author's use of figurative language including allusion, imagery, and symbolism</p>	<p>Student Edition: 136, 137, 138, 145, 146 <i>Journal Writing</i> 137, 141, 145 <i>Literature Model</i> 136, 141, 144, 146 <i>Student Model</i> 138 <i>Writing Activities</i> 139, 143, 147 <i>Writing Process in Action</i> 148-151</p> <p>Teacher Edition: CT 155, 156; ELL 138; LE 155; MA 140, 144, 148; SN 142; T 138, 141, 145, 146, 149, 154</p>
<p>12.2.6. Interpret author's use of syntax and word choice/diction</p>	<p>Student Edition: 94-95, 95, 96, 136, 137, 138, 145, 146 <i>Analyzing Tone</i> 94-96 <i>Journal Writing</i> 96, 137 <i>Literature Model</i> 83, 94, 95, 136, 141, 144, 146 <i>Student Model</i> 138 <i>Writing Activities</i> 85, 97, 139, 143, 147 <i>Writing Process in Action</i> 148-151</p> <p>Teacher Edition: B 94; CT 155, 156; ELL 138; LE 155; MA 94, 140, 144, 148; SN 142; T 83, 95, 96, 138, 141, 145, 146, 149, 154</p>
<p>12.2.7. Critique literary merit of a work of literature</p>	<p>Student Edition: 239, 240, 241, 242, 302, 303, 304 <i>Journal Writing</i> 239, 241, 303 <i>Literature Model</i> 238, 239, 240, 302 <i>Model</i> 242 <i>Writing Activities</i> 243, 305</p> <p>Teacher Edition: B 302; ELL 242; LPR 240; MA 302; T 240, 241, 242, 303, 304</p>

STANDARDS		PAGE REFERENCES
VOCABULARY		
12.2.8.	Use technical language/jargon to decipher meaning	Student Edition: 83 <i>Literature Model</i> 83 <i>Writing Activities</i> 85 Teacher Edition: ELL 304; T 83
Standard 3: Students engage in the writing process		
INFORMATIVE WRITING		
12.3.1.	Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint	Student Edition: 405, 406, 407, 408, 409, 410, 411, 412, 413 Teacher Edition: B 405; C 413; CL 407; CiLi 411; MA 405; RWC 409; T 406, 407, 408, 409, 413
LITERARY/NARRATIVE WRITING <i>No benchmark expectations at this level</i>		
PERSUASIVE WRITING		
12.3.2.	Write persuasive compositions, including structuring arguments logically, using rhetorical devices, defending positions with evidence, and addressing readers' concerns and biases; e.g., editorials, critical reviews	Student Edition: 274-275, 276-277, 278, 281, 282, 303, 304 <i>Journal Writing</i> 275, 277, 281, 303 <i>Literature Model</i> 274, 302 <i>Model</i> 278, 280 <i>Student Model</i> 282 <i>Writing Activities</i> 279, 283, 305 <i>Writing Process in Action</i> 306-309 Teacher Edition: B 274, 280; C 279; EE 308; ELL 276, 282; JWT 275, 277, 303; MA 274, 280; T 275, 276, 277, 278, 281, 282, 303, 304

STANDARDS		PAGE REFERENCES
PREWRITING		
12.3.3.	Organize the ideas and details of a composition according to purpose	<p>Student Edition: 69, 70, 72, 126, 127, 128-129, 130, 173, 174, 276-277, 278, 341 <i>Journal Writing</i> 69, 71, 127, 129, 173, 277 <i>Literature Model</i> 68, 70, 71, 72, 126, 128, 129, 172, 277 <i>Student Model</i> 130, 174 <i>Writing Activities</i> 73, 130, 175 <i>Writing Effective Compositions</i> 913-916</p> <p>Teacher Edition: B 126; JWT 71, 127, 129, 173, 277; MA 126; RWC 70; T 69, 70, 71, 127, 128, 129, 130, 173, 276</p>
12.3.4.	Use variety of sources for supporting details	<p>Student Edition: 320, 321-322, 322, 322-323, 334-335, 335, 336, 337-339, 917, 918, 919 <i>Writing Activities</i> 325, 339</p> <p>Teacher Edition: CL 323; ELL 337; MA 334; SN 336; T 324, 335, 336, 337</p>
12.3.5.	Elaborate ideas through word choice and description using grade-level vocabulary	<p>Student Edition: 140-141, 145, 340, 341, 342, 343, 915, 916 <i>Journal Writing</i> 141, 145 <i>Literature Model</i> 141, 144 <i>Revising Tip</i> 915 <i>Writing Activities</i> 143, 343 <i>Writing Process in Action</i> 148-151</p> <p>Teacher Edition: B 144, 148, 340; EE 150; MA 144, 148; T 149, 343</p>
12.3.6.	Organize and write compositions for nation and world	<p>Student Edition: 405, 406-407, 408-409, 410-413 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195</p> <p>Teacher Edition: B 36, 98; CAC 39; CL 114, 407; CiLi 411; EE 38, 100, 150, 194; LS 101, 195; MA 36; RWC 264, 409; T 37, 38, 99; WRW 119</p>

STANDARDS	PAGE REFERENCES
LITERARY ELEMENTS AND TECHNIQUES	
<p>12.3.7. Use techniques to convey an individual voice and style; e.g., tone, syntax, diction, figurative language</p>	<p>Student Edition: 94-95, 95, 96, 136, 137, 138, 761 <i>Journal Writing</i> 96, 137 <i>Literature Model</i> 94, 95, 136 <i>Model</i> 96 <i>Student Model</i> 138 <i>Writing Activities</i> 97, 139</p> <p>Teacher Edition: B 94, 136; CC 96; ELL 138; MA 94, 136; T 95, 96, 137, 138</p>
REVISING AND EDITING	
<p>12.3.8. Edit and revise compositions for standard writing conventions and appropriate tone</p>	<p>Student Edition: 94-95, 95, 96, 136, 137, 138, 405, 406-407, 408-409, 410-413, 761 <i>Journal Writing</i> 96, 137 <i>Literature Model</i> 94, 95, 136 <i>Model</i> 96 <i>Student Model</i> 138 <i>Writing Activities</i> 97, 139 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195</p> <p>Teacher Edition: B 36, 94, 98, 136; CC 96; CAC 39; CL 114, 407; CiLi 411; EE 38, 100, 150, 194; ELL 138; LS 101, 195; MA 36, 94, 136; RWC 264, 409; T 37, 38, 95, 96, 99, 137, 138; WRW 119</p>
<p>12.3.9. Edit and revise compositions for unity, coherence, clarity, and fluency</p>	<p>Student Edition: 74, 75, 76, 132, 133, 134, 356-359, 910, 911, 912, 915 <i>Journal Writing</i> 75, 133 <i>Literature Model</i> 76 <i>Writing Activities</i> 77, 135 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195</p> <p>Teacher Edition: B 132, 356; C 359; ELL 134; JWT 133; MA 74, 132, 356; T 134, 357, 358</p>

STANDARDS	PAGE REFERENCES
12.3.10. Edit and revise compositions with an awareness of parallel structures and proper verb tense and agreement	<p>Student Edition: 80, 81, 359, 393, 394-395, 585-586, 599, 600, 601, 602-603, 908-909 <i>Editing Tip</i> 134</p> <p>Teacher Edition: B 393, 585, 601, 602; C 393, 586, 601, 603; CL 603; ELL 80, 600; MA 585; T 602</p>
12.3.11. Edit and revise compositions for the use of proper clausal and phrasal patterns	<p>Student Edition: 511, 512, 513, 514, 515, 516, 517, 518, 519-520, 521, 522, 524, 525, 526, 527, 528 <i>Literature Model</i> 523-524 <i>Writing Process in Action</i> 36-39, 98-101, 148-151, 192-195</p> <p>Teacher Edition: B 511, 513, 521; C 512, 520, 522; EE 519; ELL 516, 518, 522; MA 511; SN 520; T 523</p>
<p>PUBLISHING <i>No benchmark expectations at this level</i></p>	
<p>Standard 4: Students engage in the speaking and listening process</p>	
<p>PLANNING FOR AN AUDIENCE/PURPOSE</p>	
12.4.1. Evaluate audience based on social characteristics, e.g., religion, culture, and gender	<p>Student Edition: 64, 65, 66, 217, 218, 274-275, 861 <i>Journal Writing</i> 65 <i>Literature Model</i> 65 <i>Model</i> 66, 216-217 <i>Student Model</i> 218 <i>Writing Activities</i> 67, 219, 279</p> <p>Teacher Edition: B 64; CC 66; JWT 65; MA 64; T 65, 66, 218, 861</p>
<p>VERBAL AND NONVERBAL COMMUNICATION</p>	
12.4.2. Use tone, inflection, pitch, and emphasis effectively in oral presentations	<p>Student Edition: 848-850, 851-852</p> <p>Teacher Edition: B 848; C 850; CCC 850; ELL 849; MA 848; T 849, 850</p>

STANDARDS	PAGE REFERENCES
CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION	
<p>12.4.3. Analyze the audience and adjust message and wording to suit the audience while speaking</p>	<p>Student Edition: 64, 65, 66, 217, 218, 274-275, 848-850, 851-852, 861 <i>Journal Writing</i> 65 <i>Literature Model</i> 65 <i>Model</i> 66, 216-217 <i>Student Model</i> 218 <i>Writing Activities</i> 67, 219, 279</p> <p>Teacher Edition: B 64, 848; C 850; CC 66; CCC 850; ELL 849; JWT 65; MA 64, 848; T 65, 66, 218, 849, 850, 861</p>
<p>12.4.4. Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages</p>	<p>Student Edition: 845, 846, 847</p> <p>Teacher Edition: B 845; C 847; EE 847; MA 845; RWC 846; T 846, 847</p>
<p>12.4.5. Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches</p>	<p>Student Edition: 848-850, 851-852 <i>Listening and Speaking</i> 11, 85, 187, 219, 237, 247, 255, 279, 297, 301</p> <p>Teacher Edition: B 848; C 850; CCC 850; ELL 849; MA 848; T 849, 850</p>
Standard 5: Students understand media	
MEDIA GENRES	
<p>12.5.1. Identify existing and developing media</p>	<p>Student Edition: 855-856, 857-859, 873-874, 874-875, 877-878, 878-879</p> <p>Teacher Edition: B 855, 877; C 859; CC 856; IC 859, 878; MA 855, 873, 877; RWC 874; T 856, 857, 858, 874, 875, 878, 879</p>
USING MEDIA FOR A PURPOSE	
<p>12.5.2. Create a media project for a purpose</p>	<p>Student Edition: 162, 163, 164, 165, 862, 863, 864, 877-878, 878-879, 879-880, 880-881</p> <p>Teacher Edition: B 162, 862, 877; C 165; CC 163; CL 880; EE 164; ELL 864; IC 878, 881; MA 162, 877; T 163, 164, 863, 864, 878, 879, 880, 881</p>

STANDARDS		PAGE REFERENCES
INTERPRETING MEDIA		
12.5.3.	Evaluate instances of gender equity and political correctness in media messages	<p>Student Edition: 82, 83, 84, 162, 163, 164, 165 <i>Journal Writing</i> 83 <i>Literature Model</i> 83 <i>Writing Activities</i> 85</p> <p>Teacher Edition: B 82, 162; C 85, 165; CC 163; MA 82; T 83, 84</p>
12.5.4.	Evaluate media messages in their historical and/or cultural contexts and intended audience	<p>Student Edition: 855, 856, 857, 858, 859, 860-861</p> <p>Teacher Edition: B 860; CC 856; CiLi 861; MA 860; T 856, 857, 858, 861; VA 857</p>
12.5.5.	Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects	<p>Student Edition: 855, 856, 857, 858, 859, 860-861, 862, 863</p> <p>Teacher Edition: B 860, 862; CC 856; CiLi 861; MA 860; T 856, 857, 858, 861; VA 857</p>
Standard 6: Students understand and use principles of language		
LANGUAGE CONVENTIONS/MECHANICS		
12.6.1.	Use conventions of grammar, usage, and punctuation to edit and revise	<p>Student Edition: 86, 87, 88, 344, 915 <i>Journal Writing</i> 87 <i>Writing Activities</i> 89, 345 <i>Writing Process in Action</i> 39, 101, 151, 195, 259, 309</p> <p>Teacher Edition: A 39, 89, 101, 195, 259, 309; B 86, 344; CL 88; JWT 87, 100; MA 86; T 38, 87, 88</p>
LITERARY ELEMENTS AND TECHNIQUES		
12.6.2.	Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox	<p>Student Edition: 136, 137, 138, 145, 146, 360 <i>Journal Writing</i> 137, 141, 145 <i>Literature Model</i> 126, 128-129, 129, 136, 141, 144, 146 <i>Student Model</i> 130, 138 <i>Writing Activities</i> 131, 139, 143, 147 <i>Writing Process in Action</i> 148-151</p> <p>Teacher Edition: B 126; CT 155, 156; ELL 131, 138; LE 155; MA 126, 140, 144, 148; SN 142; T 129, 138, 141, 145, 146, 149, 154</p>

STANDARDS	PAGE REFERENCES
12.6.3. Interpret the use of language in different literary forms; i.e., satire and parody	<p>Student Edition: 34, 296, 298, 299, 300 <i>Journal Writing</i> 295, 299 <i>Literature Model</i> 296 <i>Student Model</i> 294 <i>Writing Activities</i> 35, 297, 301</p> <p>Teacher Edition: A 35; B 32, 294, 298; ELL 296, 300; MA 32, 294, 298; T 34, 295, 296, 299, 300</p>
12.6.4. Identify allegory	<p>The following references may be expanded to help meet this objective.</p> <p>Student Edition: 296, 298, 299, 300 <i>Journal Writing</i> 295, 299 <i>Literature Model</i> 296 <i>Student Model</i> 294 <i>Writing Activities</i> 297, 301</p> <p>Teacher Edition: B 294, 298; ELL 296, 300; MA 294, 298; T 295, 296, 299, 300</p>
<p>LANGUAGE CONTEXT <i>No benchmark expectations at this level</i></p>	