

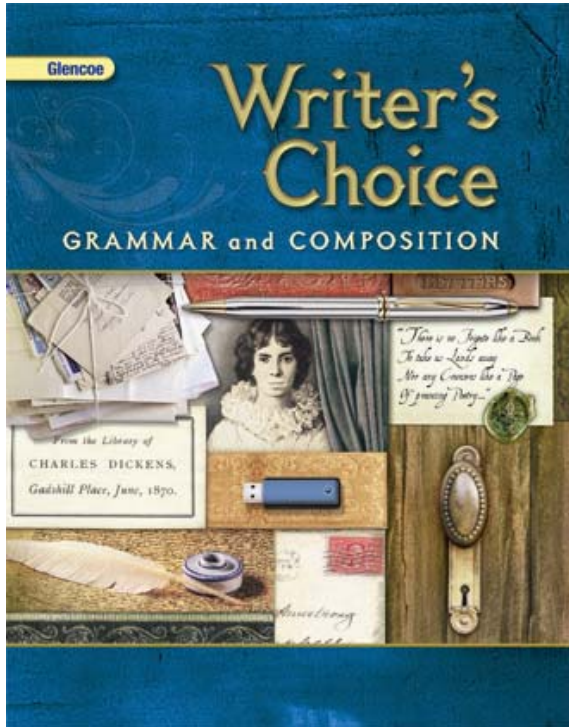


Glencoe

English Language Arts  
Content and Achievement Standards  
Grade 11



North  
Dakota



Glencoe

# Writer's Choice

GRAMMAR and COMPOSITION

Grade 11 © 2009

STANDARDS	PAGE REFERENCES
<b>Standard 1: Students engage in the research process</b>	
<b>RESEARCH PLANNING</b>	
11.1.1. Research topics independently using appropriate sources	<b>Student Edition:</b> 324-329, 877-881, 924 <i>Writing Activities</i> 329 <b>Teacher Edition:</b> MIN 326, 327
<b>ACCESSING INFORMATION</b>	
11.1.2. Evaluate and incorporate information from primary sources; e.g., interviews and surveys	<b>Student Edition:</b> 326-327, 877-881, 924-925 <i>Adding to Your Portfolio</i> 357 <b>Teacher Edition:</b> MIN 326
<b>EVALUATING RESEARCH INFORMATION</b>	
11.1.3. Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise	<b>Student Edition:</b> 326-327, 924-925 <b>Teacher Edition:</b> MIN 326

Codes used for the Teacher Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
11.1.4. Verify the quality, accuracy, and usefulness of information	<b>Student Edition:</b> 326-327, 924-925 <b>Teacher Edition:</b> MIN 326
<b>ORGANIZING RESEARCH INFORMATION</b>	
11.1.5. Synthesize information in a logical sequence	<b>Student Edition:</b> 327-329, 330-333, 334-337 <b>Teacher Edition:</b> MIN 332
11.1.6. Use quotations effectively  PRESENTATION <i>No benchmark expectations at this level</i>	<b>Student Edition:</b> <i>Chart 339</i> <b>Teacher Edition:</b> SP 343
<b>PRESENTATION</b> <i>No benchmark expectations at this level</i>	
<b>EVALUATING RESEARCH PROCESS</b>	
11.1.7. Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information and use of sources	<b>Student Edition:</b> <i>Set Goals 357</i> <b>Teacher Edition:</b> MIN 353
<b>Standard 2: Students engage in the reading process</b>	
<b>LITERARY GENRES</b>	
11.2.1. Identify characteristics of literary forms and genres; i.e., parody	<b>Student Edition:</b> 148-150, 186-188, 190-192 <i>Linking Writing and Literature 44, 109, 164, 206, 262, 320</i> <i>Literature Model 40-43, 104-108, 156-163, 198-205, 256-261, 310-319</i> <i>Writing Activities 151, 193</i> <b>Teacher Edition:</b> CC 108; LE 157; MIN 150; TW 43, 311; WRW 317
11.2.2. Analyze religious writing, biographies, and political writings	<b>Student Edition:</b> <i>Linking Writing and Literature 206, 320</i> <i>Literature Model 198-205, 310-319</i> <i>Writing in the Real World 168-171, 266-269</i> <b>Teacher Edition:</b> CiLi 170, 316; CT 201, 203; EE 320; MA 310

STANDARDS	PAGE REFERENCES
<b>INFORMATIONAL GENRES</b>	
11.2.3. Analyze details, facts, and concepts from nonfiction genres	<p><b>Student Edition:</b>  244-246  <i>Linking Writing and Literature</i> 109, 206, 262, 320  <i>Literature Model</i> 104-108, 198-205, 256-261, 310-319  <i>Writing Activities</i> 247  <i>Writing in the Real World</i> 168-171, 210-213, 266-269</p> <p><b>Teacher Edition:</b>  C 247; CiLi 170, 316; CT 201, 203; EE 320; MA 310; T 246; VR 211</p>
<b>READING STRATEGIES FOR INTERPRETING MEANING OF TEXTS</b>	
11.2.4. Identify techniques used in persuasive writing including inductive reasoning and propaganda	<p><b>Student Edition:</b>  274-276, 282-286, 288-292, 302-304  <i>Checklist</i> 283, 326  <i>Cross Curricular Activity</i> 293  <i>Journal Writing</i> 275, 279, 291, 303  <i>Linking Writing and Literature</i> 320  <i>Literature Model</i> 310-319  <i>Writing in the Real World</i> 266-269</p> <p><b>Teacher Edition:</b>  C 287; CT 286; JWT 275; MIN 292</p>
11.2.5. Locate ambiguities in written text	<p><b>Student Edition:</b>  <i>Checklist</i> 283, 326  <i>Linking Writing and Literature</i> 320  <i>Literature Model</i> 310-319</p> <p><b>Teacher Edition:</b>  C 287; CT 286, 316; WRW 317</p>
11.2.6. Apply prior knowledge of content to interpret meaning of text	<p><b>Teacher Edition:</b>  MA 40, 105, 156, 198, 310</p>
<b>PURPOSES FOR READING</b>	
11.2.7. Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	<p><b>Student Edition:</b>  <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320  <i>Literature Model</i> 40-43, 104-108, 156-163, 198-205, 256-261, 310-319</p> <p><b>Teacher Edition:</b>  LO 40, 104, 156, 198, 256, 310</p>

STANDARDS	PAGE REFERENCES
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
11.2.8. Analyze author's use of poetic license and dialogue	<b>Student Edition:</b> 190-192 <i>Literature Model</i> 40-43, 104-108, 156-163, 198-205, 310-319 <i>Writing Activities</i> 193 <b>Teacher Edition:</b> CC 108; EE 320; LE 41, 107, 162; TW 43, 311, 318; WRW 317
11.2.9. Evaluate literature based on social, cultural, and/or historical contexts	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 44, 109, 164, 206, 262, 320 <i>Literature Model</i> 40-43, 104-108, 156-163, 198-205, 256-261, 310-319 <b>Teacher Edition:</b> CiLi 170, 316; CT 42, 313
<b>VOCABULARY</b>	
11.2.10. Use etymology to define words	<b>Student Edition:</b> 759-760, 762-763, 765-766, 768-769, 771-772, 785, 792-796 <i>Wordworks</i> 761, 764, 767, 770, 773 <b>Teacher Edition:</b> EE 793; EL 760
<b>Standard 3: Students engage in the writing process</b>	
<b>INFORMATIVE WRITING</b> <i>No benchmark expectations at this level</i>	
<b>LITERARY/NARRATIVE WRITING</b> <i>No benchmark expectations at this level</i>	
<b>PERSUASIVE WRITING</b>	
11.3.1. Gather information supporting multiple sides of an issue	<b>Student Edition:</b> 271 <i>Cross Curricular Activity</i> 281 <b>Teacher Edition:</b> T 271

STANDARDS	PAGE REFERENCES
<b>PREWRITING</b>	
11.3.2. Organize the ideas and details of a composition according to purpose	<p><b>Student Edition:</b> 76-80, 129-130, 144-146, 218-219, 222-224, 229, 918, 921 <i>Journal Writing</i> 77 <i>Writing Activities</i> 81, 131, 147, 221, 225, 231 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255, 306-309</p> <p><b>Teacher Edition:</b> C 147, 231; JWT 77, 129, 223</p>
<b>DRAFTING</b>	
11.3.3. Elaborate ideas through word choice and description using grade-level vocabulary	<p><b>Student Edition:</b> 132-134, 136-138, 922 <i>Viewing and Representing</i> 135 <i>Writing About Reading</i> 44 <i>Writing Activities</i> 135, 139 <i>Writing Across the Curriculum</i> 165 <i>Writing Process in Action</i> 152-155</p> <p><b>Teacher Edition:</b> C 139; JWT 137</p>
11.3.4. Organize and write compositions for town, city, and state	<p><b>Student Edition:</b> 298-300 <i>Writing Across the Curriculum</i> 321 <i>Writing Activities</i> 301 <i>Writing Process in Action</i> 252-255, 306-309</p> <p><b>Teacher Edition:</b> C 301</p>
11.3.5. Use a variety of supporting details	<p><b>Student Edition:</b> 68-70, 74, 174 <i>Journal Writing</i> 69 <i>Writing Across the Curriculum</i> 207 <i>Writing Activities</i> 71, 75, 177</p> <p><b>Teacher Edition:</b> MIN 74, 174</p>

STANDARDS	PAGE REFERENCES
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
11.3.6. Use figurative language in writing	<b>Student Edition:</b> 70 <i>Write About Reading</i> 109 <b>Teacher Edition:</b> WAR 109
<b>REVISING AND EDITING</b>	
11.3.7. Edit and revise compositions for standard writing conventions and transitional devices	<b>Student Edition:</b> 86-88, 90-94, 873, 922 <i>Checklist</i> 87, 91 <i>Journal Writing</i> 87, 91, 93 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 38-39, 102-103, 154-155, 193-197, 254-255, 308-309 <b>Teacher Edition:</b> C89; EA 39, 103, 155, 197, 255, 309; JWT 87; MIN 88, 873; T 873
<b>PUBLISHING</b>	
11.3.8. Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning	<b>Student Edition:</b> 236-238, 296, , 871-876, 922 <i>Writing Activities</i> 239 <b>Teacher Edition:</b> MIN 296; T 237, 296
<b>Standard 4: Students engage in the speaking and listening process</b>	
11.4.1. Analyze the audience and adjust message and wording to suit the purpose	<b>Student Edition:</b> 64-66, 215, 220, 272 <i>Journal Writing</i> 65, 215 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 67, 273 <i>Writing Process in Action</i> 38-39, 102-103, 154-155, 193-197, 254-255, 308-309 <b>Teacher Edition:</b> C 67; JWT 215; MIN 66

STANDARDS	PAGE REFERENCES
<b>VERBAL AND NONVERBAL COMMUNICATION</b> <i>No benchmark expectations at this level</i>	
<b>CONVERSATION, GROUP DISCUSSION, AND ORAL PRESENTATION</b>	
11.4.2. Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions	<b>Student Edition:</b> 294-296, 848-851, 852-854, 855-857 <i>Listening and Speaking</i> 11, 15, 19, 23, 31, 55, 59, 67, 71, 75, 81, 89, 95, 135, 147, 151, 177, 185, 193, 217, 221, 235, 273, 297, 305 <b>Teacher Edition:</b> MA 852; MIN 304, 854; T 853, 854
<b>Standard 5: Students understand media</b>	
<b>MEDIA GENRES</b>	
11.5.1. Identify existing and developing media	<b>Student Edition:</b> 859-862, 863-868, 882-886, 887-889 <b>Teacher Edition:</b> MA 863
<b>USING MEDIA FOR A PURPOSE</b>	
11.5.2. Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes	<b>Student Edition:</b> 859-862, 863-868, 877-881, 882-886, 887-889 <i>Viewing and Representing</i> 63, 85, 99, 131, 135, 139, 143, 147, 181, 189, 231, 239, 247, 251, 273, 281, 293, 305 <b>Teacher Edition:</b> C 868, 889; MA 863; T 875, 888
<b>INTERPRETING MEDIA</b>	
11.5.3. Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation	<b>Student Edition:</b> 863 <i>Viewing and Representing</i> 63, 99 <b>Teacher Edition:</b> MA 863
11.5.4. Evaluate the accuracy of details in media messages	<b>Student Edition:</b> 864-865 <i>Viewing and Representing</i> 63, 281 <b>Teacher Edition:</b> EL 864

STANDARDS	PAGE REFERENCES
11.5.5. Evaluate the impact of media messages on daily life and politics	<b>Student Edition:</b> 864-865 <i>Viewing and Representing</i> 63, 131, 181, 273, 281 <b>Teacher Edition:</b> EL 864
<b>Standard 6: Students understand and use principles of language</b>	
<b>LANGUAGE CONVENTIONS/MECHANICS</b>	
11.6.1. Use conventions of grammar, usage, and punctuation to edit and revise	<b>Student Edition:</b> 86-88, 90-94, 384-407, 798-801, 802-803, 873, 922 <i>Checklist</i> 87, 91 <i>Journal Writing</i> 87, 91, 93 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 38-39, 102-103, 154-155, 193-197, 254-255, 308-309 <b>Teacher Edition:</b> C 89, 387, 395; EA 39, 103, 155, 197, 255, 309; JWT 87; MIN 88, 873; T 873
<b>LITERARY ELEMENTS AND TECHNIQUES</b>	
11.6.2. Apply the use of sound patterns in language; i.e., alliteration, assonance, and consonance	<b>Student Edition:</b> 32-34, 190-192, 248-250 <i>Writing Activities</i> 35, 193 <b>Teacher Edition:</b> C 193
11.6.3. Identify the use of language in different literary forms; i.e., satire and parody	<b>Student Edition:</b> 28-30, 244-246 <i>Linking Writing and Literature</i> 164, 320 <i>Literature Model</i> 156-163, 310-319 <i>Writing Activities</i> 247 <b>Teacher Edition:</b> LE 157, 162; MIN 246
<b>LANGUAGE CONTEXT</b>	
11.6.4. Identify emotionally charged language	<b>Student Edition:</b> 302-304, 864 <i>Literature Model</i> 310-319 <i>Talk About Reading</i> 320 #3 <i>Writing Activity</i> 305 <b>Teacher Edition:</b> DD 304; EL 864; LE 313; MA 266; TW 312, 318