

## Textbook Alignment to the Utah Core – 12<sup>th</sup> Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No*

Name of Company and Individual Conducting Alignment: Christine Jonard

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 12<sup>th</sup> Gr. Language Arts Core Curriculum

Title: Writer’s Choice: Grammar and Composition Grade 12 © 2009 ISBN#: 0-07-888779-8

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

<b>STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.1:</b> (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
<b>a.</b>	Analyze the meaning of words using etymologies (e.g., word origins and histories). Evaluate the use of gender-specific and non-sexist language in text (e.g., s/he, alternating she and he, informal “they”).	<b>Student Edition:</b> 781, 788-789 <i>Grammar Link</i> 85 <i>Writing Activities</i> 85 <b>Teacher Wraparound Edition:</b> A 85; C 85; CC 789; ELL 762; MA 788; T 84, 789, 791		
<b>b.</b>	Determine word meaning through knowledge of linguistic roots and affixes (e.g., Latin-based languages—Italian , Spanish, etc.).	<b>Student Edition:</b> 788-792 <b>Teacher Wraparound Edition:</b> CC 789; ELL 790; T 789, 790, 791		
<b>c.</b>	Distinguish between commonly confused words (i.e., assure/ensure/insure; coarse/course; formally/formerly; later/ latter; stationary/stationery).	<b>Student Edition:</b> 797-799 <b>Teacher Wraparound Edition:</b> C799		

<b>Objective 1.2:</b> (Comprehension of Informational Text): Comprehend and evaluate informational text (e.g., literary analysis/criticism, historical commentary, political statements, research documents, workplace/consumer documents).			
<b>a.</b>	Evaluate the effectiveness of different text features in a variety of printed informational texts.	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 266, 316 <i>Literature Model</i> 260-265, 310-315 <b>Teacher Wraparound Edition:</b> T 849; TW 262, 263	
<b>b.</b>	Evaluate the effectiveness of diverse internal text structures in a variety of texts.	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 266, 316 <i>Literature Model</i> 260-265, 310-315 <b>Teacher Wraparound Edition:</b> T 849; TW 262, 263	
<b>c.</b>	Identify an author’s implicit and stated assumptions about a subject based on the evidence in the text.	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 48, 204, 266, 316 <i>Literature Model</i> 40-47, 196-203, 260-265, 310-315 <b>Teacher Wraparound Edition:</b> ARS 197; CT 41, 43, 261; T 41, 44, 46, 197, 198, 201, 203, 261	
<b>d.</b>	Evaluate multiple texts on the same topic for reliability and accuracy.	<b>Student Edition:</b> 248-250, 252-254 <i>Writing Activity</i> 251, 255	
<b>Objective 1.3:</b> (Comprehension of Literary Text): Comprehend and compare culturally and historically significant literary forms.			
<b>a.</b>	Evaluate the author’s use of common literary elements (e.g., plot, characterization, point of view, theme, setting).	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 48, 158, 204, 266, 316 <i>Literature Model</i> 40-47, 152-157, 196-203, 260-265, 310-315 <b>Teacher Wraparound Edition:</b> CT 155; LE 155; 313; T 153, 155, 849	
<b>b.</b>	Analyze archetypes in works from a variety of cultures and historical periods (e.g., the questing hero, the trickster, the anti-hero, the superhero).	<b>Student Edition:</b> 185	
<b>c.</b>	Analyze themes in literature and how they represent or comment on humanity or life in general.	<b>Student Edition:</b> <i>Linking Writing and Literature</i> 48, 158, 204, 266, 316 <i>Literature Model</i> 152-157, 196-203, 260-265, 310-315 <b>Teacher Wraparound Edition:</b> TW 262, 263	

<b>d.</b>	Evaluate the impact of setting and historical context on literary works.	<b>Student Edition:</b> <i>Literature Model</i> 152-157, 196-203, 310-315 <i>Linking Writing and Literature</i> 48, 158, 204, 266, 316 <b>Teacher Wraparound Edition:</b> EE 314		
<b>e.</b>	Analyze the characteristics of sub-genres (e.g., satire, parody, allegory).	<b>Student Edition:</b> 34, 294-296, 298-299 <b>Teacher Wraparound Edition:</b> C 35, 301		
<b>f.</b>	Compare types of modern poetry (e.g., traditional, popular, rap, song lyrics, poetry slams, etc.).	The following modern piece is compared to Shakespeare's original text from Hamlet. <b>Student Edition:</b> <i>Literature Model</i> 32 <b>Teacher Wraparound Edition:</b> T 33		

**STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.**

<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>	<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>
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<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> (Writing to Learn): Evaluate ideas and information to refine thinking through writing.				
<b>a.</b>	Evaluate the merit of varied ideas and opposing opinions.	<b>Student Edition:</b> 248-250 <i>Grammar Link</i> 251 <i>Journal Writing</i> 249 <i>Writing Activities</i> 251 <i>Using Computers</i> 251 <b>Teacher Wraparound Edition:</b> BR 248; C 251; T 249, 250		
<b>b.</b>	Evaluate ideas and examine causes and effects.	<b>Student Edition:</b> 213, 220-224 <i>Journal Writing</i> 221, 223 <i>Writing Activities</i> 225 <b>Teacher Wraparound Edition:</b> C 225; JWT 221; MA 220; T 221, 222, 223, 224		

c.	Evaluate connections between texts, between texts and self, and between texts and different world connections.	<b>Student Edition:</b> 28-30 <i>Journal Writing</i> 29 <i>Using Computers</i> 31 <i>Writing Activities</i> 31 <b>Teacher Wraparound Edition:</b> BR 28; JWT 29; MA 28; T 29		
<b>Objective 2.2:</b> (Extended Writing): Write to critique literary text and to evaluate informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Write in formal style and format (e.g., academic papers, business reports, multi-media presentations, etc.).	<b>Student Edition:</b> 223, 328-329, 913 <i>Listening and Speaking</i> 67 <i>Writing Activities</i> 67, 297 <b>Teacher Wraparound Edition:</b> A 67, 278; T 278		
b.	Analyze information and systematically organize to support central ideas, concepts, and themes.	<b>Student Edition:</b> 68-72, 126-130, 172-174, 326-329, 330-333, 803, 910-911, 913, 918 <i>Journal Writing</i> 69, 71, 127, 129, 173 <i>Using Computers</i> 175 <i>Writing Activities</i> 131, 329 <b>Teacher Wraparound Edition:</b> C 175, 329; JWT 69, 71, 127, 129, 173; MA 326 T 69, 70, 71, 128, 173, 327, 328, 329		
c.	Convey a particular tone and voice through deliberate word choice.	<b>Student Edition:</b> 184-186, 914-915 <i>Writing in Process</i> 98-101, 148-151 <b>Teacher Wraparound Edition:</b> TW 198		

<b>Objective 2.3:</b> (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency, and conventions.			
<b>a.</b>	<p>Evaluate and revise for:</p> <ul style="list-style-type: none"> <li>• Limited topic and controlling idea providing focus for extended pieces.</li> <li>• Varied transitions that connect ideas within and between paragraphs.</li> <li>• Correct use of active and passive voice.</li> <li>• Formal or informal voice specific to purpose.</li> <li>• Words particular to the topic supported within the text for ease of understanding.</li> <li>• Concise sentence structure to enhance sentence fluency.</li> </ul>	<p><b>Student Edition:</b>  64-66, 68-72, 78-80, 82-84, 126-130, 134, 172-174, 180-182, 359, 907-909  <i>Journal Writing</i> 181  <i>Viewing &amp; Writing</i> 67  <i>Writing Activities</i> 67, 183  <i>Writing Process in Action</i> 148-151  <b>Teacher Wraparound Edition:</b>  JWT 83</p>	
<b>b.</b>	<p>Edit for:</p> <ul style="list-style-type: none"> <li>• Correct grade level spelling.</li> <li>• Consistent and logical use of tenses.</li> <li>• Correct punctuation of dialogue.</li> <li>• Correct punctuation of direct quotations.</li> <li>• Correct placement of modifiers.</li> </ul>	<p><b>Student Edition:</b>  86-88, 575-578, 579-582, 583-585, 651, 691-693, 694-699, 700-703, 761, 794-796, 892  <i>Writing Process in Action</i> 36-39, 98-101, 148-151  <b>Teacher Wraparound Edition:</b>  C 578, 582, 586; EE 577; ELL 580; MA 575; T 87, 577, 579, 580, 581, 583</p>	

**STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.**

Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1:</b> (Processes of Inquiry): Use the process of inquiry to explore, compile, and report research.				
<b>a.</b>	Address and analyze a question using different types of inquiry (e.g., experimentation, trial and error, survey, interview, and secondary sources).	<b>Student Edition:</b> 320-324, 853, 917-918 <b>Teacher Wraparound Edition:</b> T 324		
<b>b.</b>	Evaluate the reliability of the information with regard to context and bias.	<b>Student Edition:</b> 250, 280-282, 288-292 <i>Journal Writing</i> 281, 289, 291 <i>Writing Activities</i> 251, 283, 293 <b>Teacher Wraparound Edition:</b> C 283; ELL 282; JWT 289, 291; T 250, 281, 289, 290, 291, 292		
<b>c.</b>	Make inferences and draw conclusions based on data or evidence.	<b>Student Edition:</b> 280-282, 288-292 <i>Journal Writing</i> 281, 289, 291 <i>Writing Activities</i> 283, 293 <b>Teacher Wraparound Edition:</b> C 283; ELL 282; JWT 289, 291; T 281, 289, 290, 291, 292		
<b>d.</b>	Evaluate, use, and cite primary and secondary sources.	<b>Student Edition:</b> 322-323, 334-338, 803, 918-919, 920-922 <i>Journal Writing</i> 281, 289, 291 <i>Writing Activities</i> 283, 293 <b>Teacher Wraparound Edition:</b> C 283, 339; CL 803; ELL 282; JWT 289, 291; T 281, 289, 290, 291, 292, 336, 337, 338		

<b>Objective 3.2:</b> (Written Communication of Inquiry): Write to evaluate and report research results. Select an appropriate format to evaluate information, determine results and make recommendations.				
<b>a.</b>	Gather, evaluate, and organize research on a specific topic.	<b>Student Edition:</b> 320-325, 326-329, 330-332, <i>Writing Activities</i> 325, 329, 332, 917-919 <b>Teacher Wraparound Edition:</b> CL 323; MA 326; T 323, 324, 328, 329, 333		
<b>b.</b>	Support main points using a variety of convincing and relevant information.	<b>Student Edition:</b> 320-325, 917-919 <i>Writing Activities</i> 325 <b>Teacher Wraparound Edition:</b> T 324		
<b>c.</b>	Use informal and formal citations, where appropriate, to support inquiry.	<b>Student Edition:</b> 322-323, 334-338, 803, 918-919, 920-922 <i>Listening and Speaking</i> 279 <i>Viewing and Representing</i> 251 <b>Teacher Wraparound Edition:</b> T 323, 324		
<b>Objective 3.3:</b> (Oral Communication of Inquiry): Make oral presentations of research findings using visual media.				
<b>a.</b>	Evaluate audience, purpose, and information to be conveyed.	<b>Student Edition:</b> 9-10, 17, 28, 64-66, 146, 166-170, 216-218, 226-229, 234-237, 238-243, 274-279, 302-305, 890 <i>Journal Writing</i> 65 <b>Teacher Wraparound Edition:</b> JWT 65; T 65, 848		
<b>b.</b>	Anticipate and prepare to answer potential audience questions.	<b>Student Edition:</b> 216-218, 247, 276-277, 848-850 <i>Listening and Speaking</i> 247 <b>Teacher Wraparound Edition:</b> C 850		
<b>c.</b>	Respond effectively to audience questions and feedback, refuting counter-arguments.	<b>Student Edition:</b> 216-218, 247, 276-277, 848-850 <i>Listening and Speaking</i> 247 <b>Teacher Wraparound Edition:</b> C 850		

<b>d.</b>	Present information orally with poise and clear articulation. Enhance presentation with visual media.	<b>Student Edition:</b> 230-233, 848-850 <i>Cross Curricular Activity 11</i> <i>Viewing and Representing 73</i> <b>Teacher Wraparound Edition:</b> LS 111; T 849		
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