

## Alaska Content Standards (Grade 12)

This chart correlates the Alaska Content Standards to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<b>[10] 3.2.2</b> Giving an oral formal presentation (e.g., research reports, literature responses) (L)	<b>Chapter 27</b> Speeches and Presentations
<b>[10] 3.6.1</b> Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 19</b> Expository Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 28</b> Vocabulary Power <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking
<b>[10] 3.6.2</b> Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 28</b> Vocabulary Power
<b>[10] 3.6.4</b> Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 19</b> Expository Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 31</b> Study Skills and Test-taking
<b>[10] 4.1.1</b> Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing <b>Chapter 28</b> Vocabulary Power <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>[10] 4.1.2</b> Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.1.3</b> Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronology order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.1.4</b> Writing a conclusion that ties it to the introduction</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.1.5</b> Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note talking/ mapping, skimming, scanning, etc.) (L)</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.2.1</b> Writing a narrative using elements of fiction to advance the plot (L)</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.2.2</b> Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.2.3</b> Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>[10] 4.2.4</b> Using research-based information and/or analysis in research projects or extended reports (L)</p>	<p><b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>[10] 4.3.1</b> Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.3.2</b> Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)</p>	<p><b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 18</b> Personal Writing  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.3.3</b> Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)</p>	<p><b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.3.4</b> Applying rules of capitalization (e.g., titles and proper nouns)</p>	<p><b>Chapter 9</b> Capitalization  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.3.5</b> Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>[10] 4.3.6</b> Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g., identifies bias and propaganda techniques, emotional effect of specific word choices and sentence structures, well-supported logical arguments)</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.4.1</b> Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counterarguments appropriate to the genre)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.4.2</b> Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing</p>
<p><b>[10] 4.4.3</b> Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.4.4</b> Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>[10] 4.4.5</b> Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.4.6</b> Using resources throughout the writing process (e.g. dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>[10] 4.5.1</b> Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 21</b> Writing About Literature  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.5.2</b> Analyzing the use of literary devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works and non-fiction</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>[10] 4.5.3</b> Evaluating the intended effects of the author's use of conventions and techniques of genres on the reader (e.g., making inferences and judgments about ironic or hyperbolic statements, identifying impact of rich imagery, identifying multiple levels of meaning)</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.6.1</b> Identifying or describing or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>[10] 4.6.2</b> Comparing and contrasting literary elements and devices in a variety of works by a variety of authors</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>[10] 4.6.3</b> Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>[10] 4.6.4</b> Citing evidence from the text to analyze and evaluate the author's intent for utilizing literary elements and devices and tone</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.7.1</b> Identifying bias/propaganda by citing textual evidence</p>	<p><b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<p><b>[10] 4.7.2</b> Analyzing author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.8.1</b> Analyzing and evaluating evidence within the text to identify an author's message, theme, or purpose</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>[10] 4.8.2</b> Analyzing and evaluating textual evidence to make thematic connections between texts</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>[10] 4.8.3</b> Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (L)</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>[10] 4.9.1</b> Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., Puritanism; immigration; Harlem Renaissance) (L)</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>E.A.1</b> Apply elements of effective writing and speaking. These elements include ideas, organization, vocabulary, sentence structure, and personal style.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 19</b> Expository Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 27</b> Speeches and Presentations <b>Chapter 28</b> Vocabulary Power <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>E.A.2</b> In writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>E.A.4</b> Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication.</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking</p>
<p><b>E.A.5</b> Revise, edit, and publish the student's own writing as appropriate.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>E.A.7</b> Communicate ideas using varied tools of electronic technology.</p>	<p><b>Chapter 26</b> Communication in the Digital Age</p>
<p><b>E.A.8</b> Evaluate the student's own speaking and writing and that of others using high standards.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>E.B.1</b> Comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies. These strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening.</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<b>E.B.2</b> Reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>E.C.1</b> Make choices about a project after examining a range of possibilities.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking
<b>E.C.10</b> When working on a collaborative project, work effectively with others as an active participant and as a responsive audience.	<b>Chapter 23</b> Writing the Research Paper
<b>E.C.11</b> When working on a collaborative project, evaluate the processes and work of self and others.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 23</b> Writing the Research Paper
<b>E.C.2</b> Organize a project by understanding directions.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>E.C.3</b> Organize a project by making and keeping deadlines.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>E.C.4</b> Organize a project by seeking, selecting, and using relevant resources.	<b>Chapter 23</b> Writing the Research Paper
<b>E.C.5</b> Select and use appropriate decision-making processes.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking
<b>E.C.6</b> Set high standards for project quality.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>E.C.7</b> When working on a collaborative project, take responsibility for individual contributions to the project.	<b>Chapter 23</b> Writing the Research Paper
<b>E.C.8</b> When working on a collaborative project, share ideas and workloads.	<b>Chapter 23</b> Writing the Research Paper
<b>E.C.9</b> When working on a collaborative project, incorporate individual talents and perspectives.	<b>Chapter 23</b> Writing the Research Paper
<b>E.D.4</b> Develop a position by analyzing and synthesizing information.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>E.D.5</b> Develop a position by determining an author's purposes.	<b>Chapter 31</b> Study Skills and Test-taking
<b>E.D.6</b> Evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen.	<b>Chapter 29</b> Critical Thinking

<b>Standard</b>	<b>Chapter(s)</b>
<b>E.D.8</b> Explain and defend a position orally, in writing, and with visual aids as appropriate.	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
<b>E.E.2</b> Evaluate content from the speaker's or author's perspective.	<b>Chapter 31</b> Study Skills and Test-taking
<b>E.E.3</b> Recognize bias in all forms of communication.	<b>Chapter 29</b> Critical Thinking