

Arizona Academic Standards (Grade 12)

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

Standard	Chapter(s)
LS-D1 Distinction (Honors): Use clear and concise language when presenting analytical responses to literature, conveying technical information, and explaining complex concepts and procedures	Chapter 27 Speeches and Presentations
LS-D2 Distinction (Honors): Deliver creative and dramatic interpretations of literary or original works	Chapter 27 Speeches and Presentations
LS-D3 Distinction (Honors): Communicate information expressively, informatively and analytically through a variety of media to audiences inside or outside of school	Chapter 27 Speeches and Presentations
LS-P1 Proficiency: Deliver a polished speech that is organized and well suited to the audience and that uses resource materials to clarify and defend positions	Chapter 27 Speeches and Presentations
LS-P2 Proficiency: Deliver an impromptu speech that is organized, addresses a particular subject and is tailored to the audience	Chapter 27 Speeches and Presentations
LS-P4 Proficiency: Conduct an interview, taking appropriate notes and summarizing the information learned	Chapter 29 Critical Thinking
LS-P5 Proficiency: Evaluate the effectiveness of informal and formal presentations that use illustrations, statistics, comparisons and analogies	Chapter 31 Study Skills and Test-taking
R12-S1C4-01 Draw inferences about meaning of new vocabulary, based on knowledge of linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Chapter 28 Vocabulary Power
R12-S1C4-02 Identify the meaning of metaphors based on literary allusions and conceits.	Chapter 21 Writing About Literature
R12-S1C6-02 Generate clarifying questions in order to comprehend text.	Chapter 31 Study Skills and Test-taking
R12-S1C6-03 Use graphic organizers in order to clarify the meaning of the text.	Chapter 31 Study Skills and Test-taking
R12-S1C6-05 Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension.	Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>R12-S2C1-01 Evaluate the author's use of literary elements: theme (moral, lesson, meaning, message, view or comment on life), point of view (e.g., first vs. third, limited vs. omniscient), characterization (qualities, motives, actions, thoughts, dialogue, development, interactions), setting (time of day or year, historical period, place, situation), and plot (exposition, major and minor conflicts, rising action, climax, falling action, and resolution).</p>	<p>Chapter 21 Writing About Literature</p>
<p>R12-S2C1-02 Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers' emotions.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>R12-S2C1-03 Analyze a writer's word choice and imagery as a means to appeal to the reader's senses and to set the tone, providing evidence from the text to support the analysis.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>R12-S2C1-04 Compare (and contrast) literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme.</p>	<p>Chapter 21 Writing About Literature</p>
<p>R12-S2C1-05 Analyze characteristics of sub genres (e.g., satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay or editorial.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>R12-S2C1-06 Describe the function of dialogue, scene design, soliloquies, asides, and/or character foils in dramatic literature.</p>	<p>Chapter 21 Writing About Literature</p>
<p>R12-S2C1-07 Explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), graphic elements (e.g., line length, punctuation, word position).</p>	<p>Chapter 21 Writing About Literature</p>
<p>R12-S2C2-02 Relate literary works and their authors to the seminal ideas of their eras.</p>	<p>Chapter 21 Writing About Literature</p>
<p>R12-S3C1-01 Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of expository text.</p>	<p>Chapter 29 Critical Thinking</p>
<p>R12-S3C1-02 Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by referencing and comparing the evidence with information available from multiple sources.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
R12-S3C1-03 Evaluate the evidence used to support the author's perspective contained within both primary and secondary sources. (Connected to Research Strand in Writing)	Chapter 31 Study Skills and Test-taking
R12-S3C1-04 Compare (and contrast) readings on the same topic, by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, biases, and argument.	Chapter 31 Study Skills and Test-taking
R12-S3C1-05 Identify an author's implicit and stated assumptions about a subject, based upon evidence in the selection.	Chapter 31 Study Skills and Test-taking
R12-S3C2-01 Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of functional text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
R12-S3C2-02 Evaluate the logic within functional text.	Chapter 29 Critical Thinking
R12-S3C3-01 Evaluate the merit of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.	Chapter 31 Study Skills and Test-taking
R12-S3C3-02 Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R12-S3C3-04 Evaluate persuasive sources for adherence to ethics.	Chapter 29 Critical Thinking
W12-S1C1-01 Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers, record of writing ideas and discussion, printed material or other sources).	Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>W12-S1C1-02 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C1-03 Determine the intended audience of a writing piece.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W12-S1C1-04 Establish a controlling idea appropriate to the type of writing.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C1-05 Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C1-06 Maintain a record (e.g., lists, journals, folders, notebooks) of writing ideas.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>W12-S1C1-07 Use time management strategies, when appropriate, to produce a writing product within a set time period.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C2-01 Use a prewriting plan to develop the main idea(s) with supporting details.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C2-02 Sequence ideas into a cohesive, meaningful order.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W12-S1C3-01 Evaluate the draft for use of ideas and content, organization, voice, word choice, and sentence fluency. (See Strand 2)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C3-02 Add details to the draft to more effectively accomplish the purpose.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>W12-S1C3-03 Delete irrelevant and/or redundant information from the draft to more effectively accomplish the purpose.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C3-04 Rearrange words, sentences, and paragraphs in the draft in order to clarify the meaning or to enhance the writing style.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C3-05 Add transitional words and phrases to the draft in order to clarify meaning or enhance the writing style.</p>	<p>Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C3-06 Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>

Standard	Chapter(s)
<p>W12-S1C3-07 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to refine the draft.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C3-08 Use resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>W12-S1C4-01 Identify punctuation, spelling, and grammar and usage errors in the draft. (See Strand 2)</p>	<p>Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C4-02 Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.</p>	<p>Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C4-03 Apply proofreading marks to indicate errors in conventions.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W12-S1C4-04 Apply appropriate tools or strategies (e.g., peer review, checklists, rubrics) to edit the draft.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>W12-S1C5-01 Prepare writing that follows a format appropriate for the purpose (e.g., for display, sharing with others, submitting to a publication).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S1C5-02 Include such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs), when applicable, to enhance the final product.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper</p>
<p>W12-S2C1-01 Maintain a clear, narrow focus to support the topic.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power</p>
<p>W12-S2C1-02 Write with an identifiable purpose and for a specific audience.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C1-03 Provide sufficient, relevant, and carefully selected details for support.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>W12-S2C1-04 Demonstrate a thorough, balanced explanation of the topic.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power</p>
<p>W12-S2C1-05 Include ideas and details that show original perspective and insights.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>

Standard	Chapter(s)
W12-S2C2-01 Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).	Chapter 18 Personal Writing Chapter 22 Creative Writing
W12-S2C2-02 Include a strong beginning or introduction that draws in the reader.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
W12-S2C2-03 Place details appropriately to support the main idea.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W12-S2C2-04 Use effective transitions among all elements (sentences, paragraphs, and ideas).	Chapter 18 Personal Writing
W12-S2C2-05 Employ a variety of paragraphing strategies (e.g., topical, chronological, spatial) appropriate to application and purpose.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing
W12-S2C2-06 Create an ending that provides a sense of resolution or closure.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
W12-S2C3-01 Show awareness of the audience through word choice, style, and an appropriate connection with, or distance from, the audience.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 22 Creative Writing
W12-S2C3-02 Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to topic and type of writing.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W12-S2C3-03 Choose appropriate voice (e.g., formal, informal, academic discourse) for the application.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W12-S2C3-04 Use engaging and expressive language that shows a commitment to the topic.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing

Standard	Chapter(s)
W12-S2C3-05 Use language appropriate to purpose, topic, and audience.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W12-S2C4-01 Use accurate, specific, powerful words and phrases that effectively convey the intended message.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W12-S2C4-02 Use vocabulary that is original, varied, and natural.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W12-S2C4-03 Use words that evoke clear images.	Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing
W12-S2C4-04 Use literal and figurative language intentionally when appropriate. (See R09-S2C1-02, R10-S2C1-02, R11-S2C1-02, R12-S2C1-02)	Chapter 15 Writing Strong Sentences
W12-S2C4-05 Use clichés only when appropriate to purpose.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W12-S2C5-01 Use a variety of sentence structures (simple, compound, complex, and compound-complex) and lengths to reinforce relationships among ideas and to enhance the flow of the writing.	Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences
W12-S2C5-02 Show extensive variation in sentence beginnings, lengths, and patterns to enhance the flow of the writing.	Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences
W12-S2C5-03 Demonstrate a flow that is natural and powerful when read aloud.	Chapter 14 The Six Traits of Good Writing
W12-S2C6-01 Use capitals correctly for: a) proper nouns (holidays, place/regional names, languages, historical events, organizations, academic courses (e.g., algebra/Algebra I), product names); b) words used as names (e.g., Grandpa, Aunt Lyn); c) literary titles (boo	Chapter 9 Capitalization Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>W12-S2C6-02 Use commas to correctly punctuate: a) items in a series; b) greetings and closings of letters; c) introductory words, phrases and clauses; d) direct address; e) interruptors; f) compound sentences; g) appositives; h) dialogue</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-03 Use quotation marks to punctuate: a) dialogue; b) titles; c) exact words from sources</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-04 Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-05 Use colons to punctuate business letter salutations and sentences introducing lists.</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-06 Use semicolons to punctuate compound and compound-complex sentences when appropriate.</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>W12-S2C6-07 Use apostrophes to punctuate: a) contractions; b) singular possessives; c) plural possessives</p>	<p>Chapter 7 Subject/Verb Agreement Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-08 Use hyphens, dashes, parentheses, ellipses, and brackets correctly.</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-09 Spell words correctly.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-10 Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	<p>Chapter 22 Creative Writing</p>
<p>W12-S2C6-11 Demonstrate control of grammar and usage in writing: a) parts of speech; b) verb forms and tenses; c) subject/verb agreement; d) pronoun/antecedent agreement; e) parallel structure; f) comparative and superlative degrees of adjectives; g) modifier placement</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S2C6-12 Use appropriate format, according to type of writing, to cite sources (e.g., Chicago, APA, MLA, UPI, any other recognized style manual).</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W12-S3C1-01 Write in a variety of expressive forms (e.g., poetry, fiction, autobiography, narrative, and/or drama) that: a) use voice and style appropriate to audience and purpose; b) organize ideas in writing to ensure coherence, logical progression, and support; c)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 22 Creative Writing</p>

Standard	Chapter(s)
<p>W12-S3C2-01 Write a multi-paragraph essay (e.g., analysis, deduction/induction, problem/solution, extended definition) that: a) includes background information to set up the thesis (hypothesis, essential question), as appropriate; b) states a thesis (hypothesis, esse</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>W12-S3C3-01 Write a work-related document (e.g., resume, application essay) that: a) presents information purposefully and succinctly to meet the needs of the intended audience; b) follows a conventional format</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 24 Communication for College Chapter 25 Communication for the World of Work Chapter 31 Study Skills and Test-taking</p>
<p>W12-S3C4-01 Write a persuasive composition (e.g. speech, editorial, letter to the editor, public service announcement) that: a) states a position or claim; b) presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; c)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>W12-S3C6-01 Write a research product that: a) incorporates evidence in support of a thesis or claim; b) integrates information and ideas from multiple primary and secondary sources; c) makes distinctions between the relative value and significance of specific data, f</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>