

Arizona Academic Standards (Grade 9)

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
R09-S1C4-01 Determine the meaning of vocabulary, using linguistic roots and affixes (e.g., Latin, Greek, Anglo-Saxon).	Chapter 28 Vocabulary Power Chapter 30 Spelling
R09-S1C4-02 Infer word meanings from context (e.g., definition, example, restatement, comparison/contrast, cause/effect).	Chapter 28 Vocabulary Power
R09-S1C4-03 Distinguish between the denotative and connotative meanings of words.	Chapter 28 Vocabulary Power
R09-S1C4-04 Identify the meaning of metaphors based on common literary allusions.	Chapter 21 Writing About Literature
R09-S1C4-05 Identify the meanings, pronunciations, syllabication, synonyms, antonyms, parts of speech, and correct spellings by using resources such as general and specialized dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.	Chapter 26 Communication in the Digital Age Chapter 28 Vocabulary Power
R09-S1C6-02 Generate clarifying questions in order to comprehend text.	Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
R09-S1C6-03 Use graphic organizers in order to clarify the meaning of the text.	Chapter 31 Study Skills and Test-taking
R09-S1C6-05 Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, by classification, problem-solution) of text to aid comprehension.	Chapter 31 Study Skills and Test-taking
R09-S2C1-01 Describe 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, conflict, rising action, climax, falling action, and resolution).	Chapter 21 Writing About Literature
R09-S2C1-02 Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.	Chapter 21 Writing About Literature
R09-S2C1-03 Compare (and contrast) works within a literary genre that deal with similar themes (e.g., compare short stories, novels, short stories, poems).	Chapter 21 Writing About Literature
R09-S2C1-04 Compare interactions among major characters and minor characters in literary text with emphasis upon how the plot is revealed through action of the dialog.	Chapter 21 Writing About Literature
R09-S2C2-02 Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom, responsibility).	Chapter 21 Writing About Literature
R09-S2C2-03 Recognize ways that forms of literature (including poetry, novel and/or short story) present similar themes differently across genres.	Chapter 21 Writing About Literature
R09-S3C1-02 Distinguish facts from opinions in expository selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	Chapter 29 Critical Thinking
R09-S3C1-07 Explain how one excerpt relates and contributes to the reading selection (e.g., sentence to paragraph, paragraph to selection).	Chapter 31 Study Skills and Test-taking
R09-S3C1-08 Support conclusions drawn from ideas and concepts in expository text.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
R09-S3C2-01 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to solve a problem.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R09-S3C2-02 Synthesize information from multiple sources (e.g., texts, maps, illustrations, workplace documents, schematic diagrams) to draw conclusions.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R09-S3C2-03 Identify the objective(s) of functional text (e.g., warranties, product information, technical manuals, consumer publications, workplace documents).	Chapter 31 Study Skills and Test-taking
R09-S3C3-01 Identify the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, logic) in persuasive text.	Chapter 31 Study Skills and Test-taking
R09-S3C3-02 Evaluate the appropriateness of an author's word choice for an intended audience.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
VP-P3 Proficiency: Analyze and evaluate the impact of visual media on the intended audience	Chapter 29 Critical Thinking
W09-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
W09-S1C1-02 Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.	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
W09-S1C1-03 Determine the intended audience of a writing piece.	Chapter 13 Introduction to the Writing Process

Standard	Chapter(s)
<p>W09-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>W09-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>W09-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>
<p>W09-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>W09-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>

Standard	Chapter(s)
<p>W09-S1C2-02 Sequence ideas into a cohesive, meaningful order.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W09-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>W09-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>
<p>W09-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>W09-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>

Standard	Chapter(s)
<p>W09-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>W09-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>
<p>W09-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>W09-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>W09-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>

Standard	Chapter(s)
<p>W09-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>W09-S1C4-03 Apply proofreading marks to indicate errors in conventions.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>W09-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>
<p>W09-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>W09-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>W09-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>

Standard	Chapter(s)
W09-S2C1-02 Write with an identifiable purpose and for a specific audience.	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
W09-S2C1-03 Provide sufficient, relevant, and carefully selected details for support.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W09-S2C1-04 Demonstrate a thorough, balanced explanation of the topic.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power
W09-S2C1-05 Include ideas and details that show original perspective and insights.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W09-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
W09-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
W09-S2C2-03 Place details appropriately to support the main idea.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W09-S2C2-04 Use effective transitions among all elements (sentences, paragraphs, and ideas).	Chapter 18 Personal Writing
W09-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

Standard	Chapter(s)
W09-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
W09-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
W09-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
W09-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
W09-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
W09-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
W09-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
W09-S2C4-02 Use vocabulary that is original, varied, and natural.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
W09-S2C4-03 Use words that evoke clear images.	Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing
W09-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
W09-S2C4-05 Use clichés only when appropriate to purpose.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing

Standard	Chapter(s)
W09-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
W09-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
W09-S2C5-03 Demonstrate a flow that is natural and powerful when read aloud.	Chapter 14 The Six Traits of Good Writing
W09-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
W09-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	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
W09-S2C6-03 Use quotation marks to punctuate: a) dialogue; b) titles; c) exact words from sources	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
W09-S2C6-04 Use underlining or italics to correctly identify titles and vessels (e.g., ships, spacecrafts, planes, trains).	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

Standard	Chapter(s)
<p>W09-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>W09-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>
<p>W09-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>W09-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>W09-S2C6-09 Spell words correctly.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>W09-S2C6-10 Use paragraph breaks to reinforce the organizational structure, including dialogue.</p>	<p>Chapter 22 Creative Writing</p>

Standard	Chapter(s)
<p>W09-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>W09-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>W09-S3C1-01 Write a personal narrative that: a) describes a sequence of events, focusing on one incident experienced by the author; b) sets scenes and incidents in specific times and places; c) describes with specific details the sights, sounds and smells of the scene</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing</p>
<p>W09-S3C2-01 Write an explanatory, multi-paragraph essay that: a) includes background information to establish the thesis (hypothesis, essential question), as appropriate; b) states a thesis (hypothesis, essential question) with a narrow focus; c) includes evidence in</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>W09-S3C3-01 Write a business letter that: a) presents information purposefully and succinctly to meet the needs of the intended audience; b) follows a conventional business letter format (block, modified block, email)</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>W09-S3C4-01 Write a persuasive composition (e.g., business letter, essay) that: a) states a position or claim; b) presents detailed evidence, examples, and reasoning to support effective arguments and emotional appeals; c) attributes sources of information when appropriate</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>

Standard	Chapter(s)
<p>W09-S3C5-01 Write a literary analysis that: a) describes the author's use of literary elements (i.e., theme, point of view, characterization, setting, plot); b) explains different elements of figurative language, (i.e., simile, metaphor, personification, hyperbole, s</p>	<p>Chapter 21 Writing About Literature</p>
<p>W09-S3C6-01 Write an essay that: a) incorporates evidence in support of a thesis/claim; b) integrates information from two or more pieces of research information; c) integrates direct quotes; d) cites sources</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>