

California Content Standards (Grade 9)

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

Standard	Chapter(s)
<p>1.1 Grammar and Mechanics of Writing: Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). (CAHSEE 2005)</p>	<p>Chapter 3 Phrases Chapter 4 Clauses 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 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>1.11 Analysis and Evaluation of Oral and Media Communications: Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.</p>	<p>Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>1.13 Analysis and Evaluation of Oral and Media Communications: Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>1.2 Grammar and Mechanics of Writing: Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). (CAHSEE 2005)</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses 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 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>1.3 Organization and Delivery of Oral Communication: Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses 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 27 Speeches and Presentations Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>1.4 Organization and Delivery of Oral Communication: Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).</p>	<p>Chapter 9 Capitalization 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 23 Writing the Research Paper Chapter 27 Speeches and Presentations Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>1.5 Organization and Delivery of Oral Communication: Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.6 Organization and Delivery of Oral Communication: Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>1.7 Research and Technology: Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., Modern Language Association Handbook, The Chicago Manual of Style).</p>	<p>Chapter 13 Introduction to the Writing Process</p>

Standard	Chapter(s)
<p>1.8 Organization and Delivery of Oral Communication: Produce concise notes for extemporaneous delivery.</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 Chapter 31 Study Skills and Test-taking</p>
<p>1.9 Organization and Delivery of Oral Communication: Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.</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 27 Speeches and Presentations Chapter 31 Study Skills and Test-taking</p>
<p>2.1.a Relate a sequence of events and communicate the significance of the events to the audience. (CAHSEE 2005)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>2.1.b Locate scenes and incidents in specific places. (CAHSEE 2005)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>2.1.c Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings. (CAHSEE 2005)</p>	<p>Chapter 18 Personal Writing</p>
<p>2.1.d Pace the presentation of actions to accommodate time or mood changes.</p>	<p>Chapter 18 Personal Writing Chapter 27 Speeches and Presentations</p>
<p>2.1.e Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details. (CAHSEE 2005)</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 18 Personal Writing</p>
<p>2.2.a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p>	<p>Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>2.2.b Convey information and ideas from primary and secondary sources accurately and coherently.</p>	<p>Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
2.2.c Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created. (CAHSEE 2005)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.2.d Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. (CAHSEE 2005)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.2.e Anticipate and address the listener's potential misunderstandings, biases, and expectations.	Chapter 27 Speeches and Presentations
2.3.a Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. (CAHSEE 2005)	Chapter 13 Introduction to the Writing Process
2.3.b Make notes of responses.	Chapter 31 Study Skills and Test-taking
2.3.c Make distinctions between the relative value and significance of specific data, facts, and ideas. (CAHSEE 2005)	Chapter 23 Writing the Research Paper
2.3.e Anticipate and address readers' potential misunderstandings, biases, and expectations. (CAHSEE 2005)	Chapter 19 Expository Writing
2.3.f Compile and report responses.	Chapter 31 Study Skills and Test-taking
2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. (CAHSEE 2005)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4.a Structure ideas and arguments in a sustained and logical fashion. (CAHSEE 2005)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
2.4.b Support important ideas and viewpoints through accurate and detailed references to the text or to other works.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 22 Creative Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4.c Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>2.4.d Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.5.a Structure ideas and arguments in a coherent, logical fashion.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>2.5.b Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.5.d Anticipate and address the listener's concerns and counterarguments.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>2.6 Comprehension and Analysis of Grade-Level-Appropriate Text: Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p>	<p>Chapter 26 Communication in the Digital Age</p>
<p>2.8 Expository Critique: Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material). (CAHSEE 2005)</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>3.1 Structural Features of Literature: Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue). (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.10 Narrative Analysis of Grade-Level-Appropriate Text: Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.11 Literary Criticism: Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach) (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>3.2 Structural Features of Literature: Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>3.3 Narrative Analysis of Grade-Level-Appropriate Text: Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.4 Narrative Analysis of Grade-Level-Appropriate Text: Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.5 Narrative Analysis of Grade-Level-Appropriate Text: Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.6 Narrative Analysis of Grade-Level-Appropriate Text: Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks). (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.7 Narrative Analysis of Grade-Level-Appropriate Text: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>
<p>3.8 Narrative Analysis of Grade-Level-Appropriate Text: Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>3.9 Narrative Analysis of Grade-Level-Appropriate Text: Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text. (CAHSEE 2005)</p>	<p>Chapter 21 Writing About Literature</p>