

## Connecticut Framework (Grade 12)

This chart correlates the Connecticut Framework to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<b>1.1.b</b> Students will determine and apply the most effective means of monitoring comprehension and apply the appropriate strategies.	<b>Chapter 31</b> Study Skills and Test-taking
<b>1.1.c</b> Students will select and organize relevant information from text to summarize.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>1.1.e</b> Students will draw conclusions and use evidence to substantiate them by using texts heard, read and viewed.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>1.1.f</b> Students will make and justify inferences from explicit and or implicit information.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.a</b> Students will generate and respond to questions.	<b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.b</b> Students will interpret information that is implied in a text.	<b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.c</b> Students will distinguish between fact and opinion.	<b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking
<b>1.2.d</b> Students will make, support and defend judgments about texts.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.f</b> Students will identify and discuss the underlying theme or main idea in texts.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>1.3.a</b> Students will use phonetic, structural, syntactical and contextual clues to read and understand words.	<b>Chapter 28</b> Vocabulary Power <b>Chapter 30</b> Spelling
<b>1.3.b</b> Students will analyze the meaning of words and phrases in context.	<b>Chapter 28</b> Vocabulary Power
<b>1.3.c</b> Students will develop vocabulary through listening, speaking, reading and writing.	<b>Chapter 28</b> Vocabulary Power
<b>1.3.d</b> Students will use content vocabulary appropriately and accurately (math, music, science, social studies, etc.).	<b>Chapter 28</b> Vocabulary Power
<b>1.4.b</b> Students will persuade listeners about understandings and judgments of works read, written and viewed.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>2.1.a</b> Students will identify the various conventions within a genre and apply this understanding to the evaluation of the text.	<b>Chapter 21</b> Writing About Literature
<b>2.1.b</b> Students will identify and analyze the differences between the structures of fiction and nonfiction.	<b>Chapter 21</b> Writing About Literature

Standard	Chapter(s)
2.1.c Students will explain and explore their own and others' aesthetic reactions to texts.	<b>Chapter 21</b> Writing About Literature
2.1.d Students will analyze literary conventions and devices an author uses and how they contribute meaning and appeal.	<b>Chapter 29</b> Critical Thinking
2.2.a Students will develop and defend multiple responses to literature using individual connections and relevant text references.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.2.b Students will develop a critical stance and cite evidence to support the stance.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.3.a Students will discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.	<b>Chapter 21</b> Writing About Literature
2.3.b Students will compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.	<b>Chapter 21</b> Writing About Literature
2.3.c Students will create responses to texts and examine each work's contributions to an understanding of human experience across cultures.	<b>Chapter 21</b> Writing About Literature
2.4.a Students will analyze and evaluate the basic beliefs, perspectives and assumptions underlying an author's work.	<b>Chapter 31</b> Study Skills and Test-taking
2.4.c Students will discuss how the experiences of a reader influence the interpretation of a text.	<b>Chapter 31</b> Study Skills and Test-taking
2.4.d Students will analyze and evaluate themes and connections that cross cultures.	<b>Chapter 21</b> Writing About Literature
2.4.e Students will interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.	<b>Chapter 21</b> Writing About Literature
3.1.b Students will listen to or read a variety of genres to use as models for writing in different modes.	<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 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

Standard	Chapter(s)
<p><b>3.1.c</b> Students will use the appropriate features of persuasive, narrative, expository or poetic writing.</p>	<p><b>Chapter 14</b> The Six Traits of Good 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 29</b> Critical Thinking</p>
<p><b>3.1.d</b> Students will write to delight in the imagination.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 22</b> Creative Writing</p>
<p><b>3.2.a</b> Students will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.</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 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 31</b> Study Skills and Test-taking</p>
<p><b>3.2.b</b> Students will apply the most effective processes to create and present a written, oral or visual piece.</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 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 31</b> Study Skills and Test-taking</p>
<p><b>3.2.c</b> Students will revise texts for organization, elaboration, fluency and clarity.</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>

Standard	Chapter(s)
<p><b>3.2.f</b> Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.</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 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</p>
<p><b>4.1.a</b> Students will read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>4.1.b</b> Students will recognize and understand variations between language patterns.</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>4.2.a</b> Students will use sentence patterns typical of spoken and written language to produce text.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses</p>
<p><b>4.2.b</b> Students will evaluate the impact of language as related to audience and purpose.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>4.3.a</b> Students will recognize the difference between standard and nonstandard English and use language appropriately.</p>	<p><b>Chapter 1</b> The Parts of Speech  <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 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>4.3.b</b> Students will demonstrate proficient use of proper mechanics, usage and spelling skills.</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 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 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>4.3.c</b> Students will use resources for proofreading and editing.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 28</b> Vocabulary Power</p>