

District of Columbia Standards (Grade 12)

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

Standard	Chapter(s)
12.EL.1 Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	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 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
12.EL.2 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	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 30 Spelling Chapter 31 Study Skills and Test-taking
12.IT-A.10 Argument and Persuasive Text: Evaluate the effectiveness of an author's use of rhetorical devices in a persuasive argument.	Chapter 29 Critical Thinking
12.IT-A.11 Argument and Persuasive Text: Identify unexamined presumptions in an argument - that is, determine if the presumptions are false, whether the argument fails or not.	Chapter 29 Critical Thinking
12.IT-A.12 Argument and Persuasive Text: Evaluate persuasive sources for adherence to ethics (e.g., Dr. Martin Luther King Jr.'s 'Letter from Birmingham Jail').	Chapter 29 Critical Thinking
12.IT-A.8 Argument and Persuasive Text: Evaluate the effectiveness of the logic and use of evidence in an author's argument.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>12.IT-A.9 Argument and Persuasive Text: Evaluate the merits 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.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.IT-DP.6 Document and Procedural Text: Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax, and word choice influence the clarity and understandability of document and procedural text (e.g., manuals, product support material, contracts, applications).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.IT-E.2 Expository Text: Discern which details, although they may appear in different sections throughout a passage, support important points in more challenging passages.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>12.IT-E.3 Expository Text: Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of text.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.IT-E.4 Expository Text: Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by comparing the evidence with information from multiple sources.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>12.IT-E.5 Expository Text: Compare (and contrast) readings on the same topic by explaining how authors reach the same or different conclusions based on differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>12.LD-O.7 Oral Presentation: Formulate and deliver sound, rational arguments that are well supported with evidence appropriate to the audience and context, and use clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>12.LD-Q.2 Questioning, Listening, and Contributing: Distinguish between inductive and deductive reasoning in an argument.</p>	<p>Chapter 29 Critical Thinking</p>
<p>12.LD-Q.3 Questioning, Listening, and Contributing: Identify logical fallacies present in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagoning).</p>	<p>Chapter 29 Critical Thinking</p>
<p>12.LD-Q.4 Questioning, Listening, and Contributing: Analyze the four basic types of persuasive speeches (propositions of fact, value, problem, or policy) and their use of patterns of organization, persuasive language, reasoning, and proofs.</p>	<p>Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>12.LD-Q.5 Questioning, Listening, and Contributing: Recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating sound, rational arguments and applying the art of persuasion and debate.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>12.LD-V.8 Vocabulary Development: Trace the etymology of significant terms used in core content areas (e.g., social studies, science).</p>	<p>Chapter 28 Vocabulary Power</p>
<p>12.LD-V.9 Vocabulary Development: Use general and specialized dictionaries, thesauri, histories of language, books of quotations, and other related references as needed.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>12.LT-C.1 Connections: Relate literary works and their authors to the political events and seminal ideas of their eras (e.g., Victor Hugo's <i>Les Miserables</i>).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>12.LT-D.12 Drama: Demonstrate understanding of various dramatic conventions (dialogue, dramatic irony, character foils, comic relief) by writing and designing an original play.</p>	<p>Chapter 21 Writing About Literature Chapter 22 Creative Writing</p>
<p>12.LT-D.13 Drama: Analyze the influence of classical Greek drama on modern plays (e.g., Eugene O'Neill's <i>Mourning Becomes Electra</i>, Jean Anouilh's <i>Antigone</i>).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>12.LT-F.5 Fiction: Explain how irony, tone, mood, style, and 'sound' of language are used for specific rhetorical, aesthetic purposes.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>12.LT-F.6 Fiction: Use several critical lenses (Marxist, feminist, biographical) to interpret literary works.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>12.LT-F.7 Fiction: Analyze the effects of different points of view in a collection of short stories illustrating a variety of points of view (e.g., <i>Points of View</i> by James Moffett and Kenneth McElheny).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>12.LT-G.2 Genre: Analyze characteristics of subgenres (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 (e.g., Jonathan Swift's <i>Gulliver's Travels</i> and <i>A Modest Proposal</i>).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>12.LT-LNF.8 Literary Nonfiction: Evaluate the literary elements and techniques in several classical essays and historical speeches.</p>	<p>Chapter 21 Writing About Literature</p>

Standard	Chapter(s)
12.LT-LNF.9 Literary Nonfiction: Analyze differences between informal personal essays that reflect more of the author's personal feeling (e.g., those by George Orwell, Erma Bombeck, Russell Baker) and formal impersonal essays that present ideas removed from the personal circumstances prompting them.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
12.LT-P.10 Poetry: Analyze the effectiveness and effect of diction and imagery (controlling images, understatement, overstatement, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, metonymy) in conveying meaning.	Chapter 21 Writing About Literature
12.LT-P.11 Poetry: Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, heroic couplets, odes, and villanelles.	Chapter 21 Writing About Literature
12.LT-S.14 Style and Language: Analyze and compare style and language among significant cross-cultural literary works.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
12.LT-T.3 Theme: Analyze and compare texts that express a universal theme (e.g., the incomprehensibility of life's tragedies, the tragic flaw of a hero or heroine), providing textual evidence (e.g., examples, details, quotations) of the identified theme.	Chapter 21 Writing About Literature
12.LT-T.4 Theme: Analyze a writer's word choice and imagery and connect them to theme and/or tone and mood, providing evidence from the text to support the analysis.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
12.LT-TN.15 Traditional, Narrative and Classical Literature: Read and interpret world literature drawn from pre-20th-century authors and know many of the important authors and key works from those eras (e.g., Fyodor Dostoyevsky, Jane Austen, Charles Dickens, Leo Tolstoy).	Chapter 31 Study Skills and Test-taking
12.M.1 Evaluate the aural, visual, and written images and other special effects used in television, radio, film productions, and the Internet for their ability to inform, persuade, and entertain (e.g., anecdote, expert witness, vivid detail, tearful testimony, humor).	Chapter 26 Communication in the Digital Age Chapter 29 Critical Thinking
12.M.2 Examine the intersections and conflicts between the visual (such as media images, painting, film, and graphic arts) and the verbal.	Chapter 29 Critical Thinking
12.R.1.b Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the Internet), as well as from direct observation, interviews, and surveys.	Chapter 26 Communication in the Digital Age

Standard	Chapter(s)
<p>12.R.1.c Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>12.R.1.d Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.R.1.f Present research using the standards in the Writing strand and technology as appropriate.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>12.R.1.h Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>12.W-E.3.a Present a cogent thesis.</p>	<p>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>12.W-E.3.b Structure ideas in a sustained and logical fashion.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>12.W-E.3.c Use a range of strategies to elaborate and persuade, such as descriptions, anecdotes, case studies, analogies, and illustrations.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.W-E.3.d Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>12.W-E.3.e Anticipate and address readers' concerns and counterclaims with evidence.</p>	<p>Chapter 13 Introduction to the Writing Process</p>

Standard	Chapter(s)
<p>12.W-E.3.f Demonstrate understanding of purpose and 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>12.W-E.3.g Provide effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.W-E.4.c Uses an organizing structure appropriate to purpose and specified 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 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>12.W-E.4.d Organizes evidence in support of a thesis and related claims, including information on relevant perspectives.</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 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.W-E.4.g Makes distinctions about the relative value and significance of specific data, facts, and ideas.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>12.W-E.4.h Anticipates and addresses the reader's potential misunderstandings, biases, and expectations with evidence.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>12.W-E.4.j Provides a clear and coherent conclusion.</p>	<p>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</p>

Standard	Chapter(s)
<p>12.W-I.1.a Narrates a sequence of events and communicates its significance to the audience.</p>	<p>Chapter 18 Personal Writing</p>
<p>12.W-I.1.b Locates scenes and incidents in specific places.</p>	<p>Chapter 18 Personal Writing</p>
<p>12.W-I.1.c Develops the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; feelings of characters).</p>	<p>Chapter 18 Personal Writing Chapter 21 Writing About Literature</p>
<p>12.W-I.1.d Effectively paces the presentation of actions to accommodate time/mood changes.</p>	<p>Chapter 18 Personal Writing</p>
<p>12.W-R.5 Revision: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</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>