

## Delaware Content Standards (Grade 12)

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

Standard	Chapter(s)
<b>1.2.1</b> Purpose: Students understand that persuasive writing is audience-centered; the needs of the intended audience are the most important consideration. Students understand that persuasive writing involves taking a position on a debatable issue to convince an audience.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
<b>1.2.10.1</b> Use punctuation to show increasingly abstract relationships (e.g., comma for clarity such as to set off phrases, clauses, appositives; semi-colon; colon to show relationships, parentheses)	<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 18</b> Personal Writing <b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.10.2</b> Use punctuation for rhetorical effect (e.g., dash, colon, ellipses)	<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 18</b> Personal Writing <b>Chapter 22</b> Creative Writing <b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.11.1</b> Agreement of subject/verb, pronoun/antecedent,	<b>Chapter 1</b> The Parts of Speech <b>Chapter 6</b> Using Pronouns <b>Chapter 7</b> Subject/Verb Agreement
<b>1.2.11.2</b> Verb use (tense)	<b>Chapter 5</b> Using Verbs <b>Chapter 7</b> Subject/Verb Agreement
<b>1.2.11.3</b> Pronoun use (number, gender)	<b>Chapter 1</b> The Parts of Speech <b>Chapter 6</b> Using Pronouns <b>Chapter 7</b> Subject/Verb Agreement
<b>1.2.12</b> Conventions (and Style/Voice): Use active and passive voice appropriately and consistently	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 18</b> Personal Writing
<b>1.2.13</b> Conventions (and Style/Voice): Spell frequently used words correctly, and use effective strategies for spelling unfamiliar words	<b>Chapter 18</b> Personal Writing <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>1.2.2</b> Purpose: Students understand that informative writing is subject-centered; the need to communicate information clearly so that the audience can understand the content/ subject is the most important consideration.</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 19</b> Expository Writing  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.2.3</b> Purpose: Students understand that expressive writing is author-centered; the most important consideration is the writer's intent to tell a story or make meaning of an experience (reflection, self-discovery), to achieve personal goals, or to create literary pieces.</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.4.1</b> Write in a manner that demonstrates an analysis of the audience's needs and biases</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>1.2.4.2</b> Determine and communicate necessary background information and key concepts for a given audience</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>1.2.4.3</b> Acknowledge reader's positions or beliefs about ideas or issues, understand implications for the writer, and adjust content accordingly</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>1.2.4.4</b> Write to audiences that can be increasingly distant and abstract or have specific needs, interest or goals (e.g., special interest, political, medical, educational, community groups, in addition to more familiar 'others' from previous grades)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>1.2.5.1</b> Development (Persuasive Writing): Analyze, develop and present a clear defensible position that supports, opposes, or qualifies the issue/question</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.10</b> Development (Informative Writing): Select an interesting, manageable, thought-provoking and mature subject or focus for writing and one that meets the requirements of the assignment</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 19</b> Expository Writing  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.2.5.11</b> Development (Informative Writing): Write an effective title thought-provoking, when appropriate</p>	<p><b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.12</b> Development (Informative Writing): Provide relevant information, reasons, and/or details to elaborate or clarify the subject (e.g., personal opinion based on experience/ observation, verifiable facts, examples, explanations, definitions)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 19</b> Expository Writing</p>

Standard	Chapter(s)
<p><b>1.2.5.13</b> Development (Informative Writing): Analyze, evaluate and use information from multiple primary and secondary sources to support generalizations and theses, and to generate new ideas and/or perspectives, avoiding plagiarism</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.14</b> Development (Informative Writing): Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic</p>	<p><b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.15</b> Development (Expressive Writing): Develop increasingly more abstract and interesting ideas for writing that are fresh and original</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 22</b> Creative Writing  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.2.5.16</b> Development (Expressive Writing): Create a title that reflects the subject and engages the reader</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.17</b> Development (Expressive Writing): Use dialogue, description, and narration when appropriate</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.18</b> Development (Expressive Writing): Evaluate and self-select the effective use vivid sensory images, figurative language, monologue, allusion, and/or allegory to elaborate details that will convey feelings and/or illustrate events and characters</p>	<p><b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.19</b> Development (Expressive Writing): Evaluate and self-select the effective use rhetorical devices (e.g., rhetorical question, repetition, direct address) when appropriate</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.2</b> Development (Persuasive Writing): Support position with reasons that could include relevant facts, statistics, credible personal and expert opinions, examples, and/or insightful commentary</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.20</b> Development (Expressive Writing): Evaluate and self-select the effective use of strategies such as humor, non-literal language (e.g., puns, double-meanings, purposeful use of ambiguity), alternative narrative techniques (e.g., stream-of-consciousness, satire, and parody) to engage the reader</p>	<p><b>Chapter 22</b> Creative Writing</p>

Standard	Chapter(s)
<p><b>1.2.5.21</b> Development (Expressive Writing): Text-based writing: combine information from text and prior knowledge, to elaborate upon ideas in writing (text-to-self, text-to- text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the topic</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.22</b> Organization (Persuasive Writing): Present reasons in a logical order (e.g., weakest to strongest argument, strongest to weakest argument, inductive or deductive reasoning)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.23</b> Organization (Persuasive Writing): Organize writing by selecting text structures that strengthen the argument</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.24</b> Organization (Persuasive Writing): Develop an introduction that presents a thesis and makes a clear position and establishes self as authority, clarifies the issue in a way that clearly establishes a need for solution/action, provides necessary background, commands readers' attention (e.g., invokes or appeals to reader) when appropriate, and provides criteria for evaluation of opposition</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.25</b> Organization (Persuasive Writing): Use subtle transition words/phrases that show increasingly more abstract relationships and make connections (e.g., controlling the pace, tracing development of the perspective and/or logic of the argument)</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.26</b> Organization (Persuasive Writing): Develop a conclusion that moves beyond summary (e.g., 'call to action' or 'next step,' answers the 'so what?' question about the significance of the issue, raises related issues or consequence of non-action, provides perspective)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.27</b> Organization (Informative Writing): Plan how to present information in a logical order (e.g., most important to least important information, general to specific, inductive or deductive reasoning)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 19</b> Expository Writing</p>

Standard	Chapter(s)
<p><b>1.2.5.28</b> Organization (Informative Writing): Organize writing by selecting text structures that clarify or explain the subject</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.29</b> Organization (Informative Writing): Develop an introduction/hook that presents a thesis that goes beyond the obvious and provides necessary background</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.3</b> Development (Persuasive Writing): Acknowledge, analyze and evaluate readers' anticipated position(s) on issues and/or anticipated opposition (e.g., recognize alternative view points, propose solutions, make concessions, present a rebuttal, construct an alternative argument)</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.30</b> Organization (Informative Writing): Use subtle transition words/phrases that show increasingly more abstract relationships and make connections</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.31</b> Organization (Informative Writing): Develop a conclusion that moves beyond summary (e.g., reinforcing the importance of the information, raising related issues, and/or generating a new hypothesis)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.32</b> Organization (Informative Writing): Organize writing to engage the reader (e.g., use by using other forms [essay, poem) and genres [poetry, drama, prose])</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.33</b> Organization (Informative Writing): Use paragraphs to transition between ideas and control and enhance message</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 19</b> Expository Writing</p>
<p><b>1.2.5.34</b> Organization (Expressive Writing): Organize writing to engage the reader (e.g., use by using other forms and genres</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>

Standard	Chapter(s)
<p><b>1.2.5.35</b> Organization (Expressive Writing): Use paragraphs to transition between ideas and control and enhance message</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.36</b> Organization (Expressive Writing): Develop an introduction that hooks the reader and establishes the mood and tone</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.37</b> Organization (Expressive Writing): Use transition words/phrases that show and make connections</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.38</b> Organization (Expressive Writing): Use order other than chronological (e.g., flashback, foreshadow, flash-forward)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.5.39</b> Organization (Expressive Writing): Develop a conclusion that moves beyond summary (e.g., provide resolution/closure, pose purposeful questions to the reader to keep the reader thinking, refer back to the introduction/hook for circular endings)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.5.4</b> Development (Persuasive Writing): Acknowledge assumptions within argument; expose, respond and/or refute unstated assumptions in opposition</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.5</b> Development (Persuasive Writing): Write an original (e.g., beyond the obvious) and effective title, when appropriate</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.6</b> Development (Persuasive Writing): Avoid unsupported reasons/logical fallacies (e.g., begging, 'it's not fair', circular reasoning, partial truths, jumping to conclusions, jargon, faulty cause/effect statements, inadequately warranted claims)</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 20</b> Persuasive Writing  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.7</b> Development (Persuasive Writing): Use (when appropriate) persuasive and propaganda techniques (e.g., appeal to emotion, name calling, exaggeration/hyperbole, bandwagon, transfer, testimonial, parallelism, analogy) when appropriate</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<p><b>1.2.5.8</b> Development (Persuasive Writing): Evaluate and use primary and secondary sources when appropriate, avoiding plagiarism</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.5.9</b> Development (Persuasive Writing): Text-based writing: combine information from text and prior knowledge to elaborate upon ideas in writing (text-to-self, text-to-text, text-to-world connections) that reveal to the reader the writer's depth of understanding of the issue</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>1.2.6.1</b> Use complete sentences to express thoughts</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses</p>
<p><b>1.2.6.2</b> Vary sentence structure (e.g., simple, compound, complex, compound-complex sentences)</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>1.2.6.3</b> Vary kinds of sentences (declarative, explanatory, interrogative, imperative)</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>1.2.6.4</b> Vary sentence lengths</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses</p>
<p><b>1.2.6.5</b> Vary sentence beginnings using the placement of phrases/clauses and/or inverted construction)</p>	<p><b>Chapter 3</b> Phrases  <b>Chapter 4</b> Clauses  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>1.2.6.6</b> Write sentences that create purpose-specific rhythm and flow naturally</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses</p>
<p><b>1.2.7.1</b> Use specific, concrete language and phrasing</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.10</b> Purposely use active and passive voice</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.2</b> Use adjectives and adverbs to describe, illustrate, and modify (clarify meaning)</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>1.2.7.3</b> Use action verbs when possible</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 5</b> Using Verbs  <b>Chapter 15</b> Writing Strong Sentences</p>

Standard	Chapter(s)
<p><b>1.2.7.4</b> Use words that convey appropriate voice (e.g., attitude, emotion, point of view, commitment) and add depth to writing</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.5</b> Use a variety of accurate words and phrases that avoid repetition</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.6</b> Use a purposeful range of formal/informal language depending on the audience</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.7</b> Use non-literal language (e.g., idioms, slang, figurative language, dialect, pun)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.8</b> Use words that have denotations or connotations appropriate for the writing purpose</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>1.2.7.9</b> Use words that create consistent style and tone for the writing occasion</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>1.2.8</b> Conventions (and Style/Voice): Use Standard Written English conventions (and when appropriate, variations thereof) to achieve purpose and create effective style and voice. Deviations from SWE (e.g., dialect, slang) should have a specific rhetorical function</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 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>
<p><b>1.2.9</b> Conventions (and Style/Voice): Precisely use standard punctuation (commas, colons, hyphens, dashes, italics, and ellipses)</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 18</b> Personal Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
1.4.1 Develop and deliver a speech that conveys information and ideas in logical fashion for a selected audience, using language and voice that clarify and reinforce meaning	<b>Chapter 27</b> Speeches and Presentations
1.4.10 Synthesize and present results of research projects, accurately summarizing and illustrating the main ideas, using appropriate technological aids, and offering support for the conclusions	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
1.4.2 Identify and discuss criteria for effective oral presentations (e.g., eye contact, projection, tone, volume, rate, articulation)	<b>Chapter 27</b> Speeches and Presentations
1.4.7 Demonstrate confidence and poise during presentations, interacting effectively with the audience, and selecting language and gestures mindful of their effect	<b>Chapter 27</b> Speeches and Presentations
1.5.2 Summarize and explain information conveyed in an oral communication accounting for key ideas, structure, and relationship of parts to the whole	<b>Chapter 29</b> Critical Thinking
1.5.3 Distinguish among purposes for listening (e.g., gaining information, being entertained) and take notes as appropriate	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
1.5.4 Evaluate the reliability of information in oral communication using criteria based on the topic; the context; analysis of logic, evidence, propaganda devices (e.g., bandwagon, double speak, name-calling); and style	<b>Chapter 29</b> Critical Thinking
1.5.9 Relate a speaker's ideas and information to prior knowledge and experience	<b>Chapter 29</b> Critical Thinking
1.6.1 Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 18</b> Personal Writing <b>Chapter 28</b> Vocabulary Power
1.6.3 Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole and allusion to achieve specific effects	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 18</b> Personal Writing
1.6.5 Examine the origin, history, denotation, connotation, and usage of English words and phrases by consulting dictionaries, thesauruses, handbooks, and other sources of information about the language	<b>Chapter 28</b> Vocabulary Power
1.6.7 Use language appropriate to the background, knowledge, and age of an audience	<b>Chapter 27</b> Speeches and Presentations

Standard	Chapter(s)
<p><b>1.6.8</b> Recognize and exercise options in modes of expression and choice of words when speaking and writing, especially when revising written work</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>
<p><b>1.7.3</b> Detect and evaluate a speaker's bias</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>1.7.5</b> Evaluate the validity and adequacy of ideas, arguments, hypotheses, and evidence</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>1.7.8</b> Employ strategies (e.g., summarizing main ideas, identifying areas of agreement) to solve problems, resolve conflicts, and conclude discussions</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>2.1.1</b> Apply and use the meanings of high frequency Greek and Latin derived roots and affixes to determine the meaning of unknown words (e.g.: bio, derm, anti, graph, tele)</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 30</b> Spelling</p>
<p><b>2.2a.1.1</b> Reading and rereading other sentences in the text to identify and use words that help unlock the meaning of unknown words</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>2.2a.1.3</b> Looking for and using context clues provided by synonyms and antonyms</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>2.2a.1.5</b> Using word cues (e.g., metaphors, similes)</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.2a.1.6</b> Using appositives</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>2.3a.1.10</b> Analyzing story/literary elements and text structure</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.3a.1.3</b> Generating and answering questions</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.3a.1.4</b> Summarizing</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.3a.1.6</b> Adjusting reading rate</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.3a.1.7</b> Inferring information</p>	<p><b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.3a.1.9</b> Seeking the meaning of unknown vocabulary</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>2.3c.10</b> Use a graphic organizer or other note taking technique to record important ideas or information</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
2.3c.5 Explain personal connections to the ideas or information in the text(s)	<b>Chapter 31</b> Study Skills and Test-taking
2.3c.6 Skim text to search for connections between and among ideas	<b>Chapter 31</b> Study Skills and Test-taking
2.3c.7 Restate in own words the main events in the text	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.3c.8 Frequently summarize while reading	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.4a.1 Predict likely outcomes based on clues in a text, knowledge of text structure, and knowledge of a variety of genres	<b>Chapter 28</b> Vocabulary Power
2.4bL.1 Identify character(s) in a literary text or speaker(s) in a poem	<b>Chapter 21</b> Writing About Literature
2.4bL.2 Describe the roles (e.g., protagonist/hero, antagonist/villain) characters play in a literary text	<b>Chapter 21</b> Writing About Literature
2.4bL.3 Describe the changes in setting (flashback, foreshadowing)	<b>Chapter 21</b> Writing About Literature
2.4bL.4 Identify various types of conflict (man vs. man, man vs. nature, man vs. self, man vs. society)	<b>Chapter 21</b> Writing About Literature
2.4bL.5 Identify conflict(s), climax(s)/turning point(s) and resolution(s)	<b>Chapter 21</b> Writing About Literature
2.4bL.6 Identify significant details related to the plot to analyze the pattern of organization (compare/contrast, problem/solution, sequence, cause/effect)	<b>Chapter 21</b> Writing About Literature
2.4bL.7 Distinguish between main plot and multiple subplots	<b>Chapter 21</b> Writing About Literature
2.4bL.8 Identify point of view (first person, third person limited, third person objective, omniscient)	<b>Chapter 21</b> Writing About Literature
2.4c.1 Identify and interpret figurative language and literary devices (e.g., alliteration, repetition, rhythm, dialogue, rhyme, idioms, simile, metaphor, personification, exaggeration or hyperbole, humor, double meanings, puns, symbols, imagery, mood, allusion, puns, irony, tone and satire)	<b>Chapter 21</b> Writing About Literature
2.4c.2 Analyze how figurative language and literary devices extend meaning	<b>Chapter 21</b> Writing About Literature
2.4d.1 Summarize a literary text, identifying the main and supporting characters, events, setting, and problem/solution	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
2.4d.2 Summarize the strongly implied reasons for why or how events happen in a literary text	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.4d.3 Summarize the main ideas and supporting details in an informative/technical text	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.4d.4 Retell/restate in order the important events in a text	<b>Chapter 29</b> Critical Thinking
2.4e.1 Create graphic organizers to assist in comprehension of a text	<b>Chapter 31</b> Study Skills and Test-taking
2.4e.2 Use an appropriate organizer based on the structure of the text (e.g., sequence/chronological order, classification, definition, process, description, comparison, problem/solution, cause/effect)	<b>Chapter 31</b> Study Skills and Test-taking
2.4e.4 Summarize a text capturing the most important parts of the original piece	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.4f.1 Analyze the author's overall purpose(s) for writing (e.g., persuade, entertain, inform, describe, explain how) a text	<b>Chapter 31</b> Study Skills and Test-taking
2.4f.2 Identify the intended messages of advertisements, entertainment programs, and news sources	<b>Chapter 29</b> Critical Thinking
2.4f.3 Analyze how the author's purposes shape the content	<b>Chapter 31</b> Study Skills and Test-taking
2.4f.4 Analyze the difference between a stated purpose and an underlying reason in TV commercials and advertisements	<b>Chapter 29</b> Critical Thinking
2.4f.5 Create meaning from a variety of media	<b>Chapter 29</b> Critical Thinking
2.4g.2 Compare subtle but relevant similarities and/or differences in ideas, viewpoints, purposes, plots, settings, or characters presented in two or more texts	<b>Chapter 21</b> Writing About Literature
2.4g.3 Analyze subtle changes in characters (e.g., change in attitude, situation)	<b>Chapter 21</b> Writing About Literature
2.4h.1 Discriminate between facts and/or subtle opinions in text(s)	<b>Chapter 29</b> Critical Thinking
2.4h.2 Identify facts in a text and determine their relevance to the issue	<b>Chapter 29</b> Critical Thinking
2.4h.3 Identify implied opinions in a text and determine their relevance to the issue	<b>Chapter 29</b> Critical Thinking
2.4h.4 Use word clues (e.g., believe, feel, think, worst, best, least, most, never, always) to determine that a statement is an opinion	<b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking
2.4h.5 Question information in a text to determine if it is factual	<b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
2.4i.1 Make strongly implied inferences about content and concrete ideas in a text and identify appropriate text support	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4i.2 Explain inferences about author's decisions (e.g., paragraphing, quotations, organization of text, formatting devices, mode of development used)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4i.5 Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read	Chapter 31 Study Skills and Test-taking
2.4i.6 Make connections between conclusions they draw and other beliefs or knowledge	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4i.7 Make critical or analytical judgments about what they read	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4i.8 Analyze texts to make generalizations	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4j.5 Use criteria to evaluate the author's use of logic propaganda, bias, language, and motives in order to determine validity and reliability of a source	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.4k.1 Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	Chapter 31 Study Skills and Test-taking
2.4k.2 Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections)	Chapter 31 Study Skills and Test-taking
2.4k.3 Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text.	Chapter 31 Study Skills and Test-taking
2.4k.4 Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	Chapter 31 Study Skills and Test-taking
2.5a.1 Connect and synthesize information from increasingly different sources to generate new information/new ideas or expand prior knowledge (text-to-text and text-to-self connections)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.5a.2 Synthesize information by comparing, eliminating and merging disparate pieces into one coherent whole	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.5b.1.1 Literary text (e.g., character's actions, morals of narratives or poems)	Chapter 31 Study Skills and Test-taking
2.5b.1.2 Nonfiction	Chapter 31 Study Skills and Test-taking
2.5b.2 Analyze information in a text to develop a logical and insightful opinion	Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
2.5d.1.1 Draw conclusions (including implied main ideas) that require analysis and/or evaluation	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.5e.1 Evaluate how an author's use of literary devices (figurative language, dialogue and description) and non-literal expressions (idioms, double meanings, puns, irony) in a text affects readers	Chapter 21 Writing About Literature
2.5e.2 Evaluate the impact of specific figurative and non-literal (idiomatic) expressions on the meaning of text	Chapter 21 Writing About Literature
2.5e.3 Evaluate an author's decision to use specific figurative and non-literal (idiomatic) expressions in a text	Chapter 21 Writing About Literature
2.5f.1 Evaluate the fairness and trustworthiness of author's message (author's bias)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.5f.2 Evaluate how persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.5f.3 Evaluate the strengths and weaknesses of multiple text(s), sources, format, and argument	Chapter 29 Critical Thinking
2.5f.4 Analyze the completeness, accuracy, and/or clarity of the information in a complex text	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.5f.5 Identify and evaluate information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	Chapter 29 Critical Thinking
2.5f.6 Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	Chapter 29 Critical Thinking
2.5f.7 Analyze ambiguous information in complex texts	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.5g.1 Analyze texts by reading and reacting to passages from a piece of text and critical interpretations of that same work	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
2.5g.2 Listen to and critique opposing interpretations of the same reading and consider how these opinions were formed through classroom dialogue and independent writing	Chapter 13 Introduction to the Writing Process Chapter 31 Study Skills and Test-taking
2.5g.4 Practice critical thinking by defending the validity of an assigned point of view even if it opposes their personal interpretation of the reading	Chapter 29 Critical Thinking

Standard	Chapter(s)
2.5i.1 Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	Chapter 29 Critical Thinking
2.5i.10 Evaluate ambiguous information in texts	Chapter 29 Critical Thinking
2.5i.2 Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	Chapter 29 Critical Thinking
2.5i.3 Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text	Chapter 29 Critical Thinking
2.5i.4 Evaluate the fairness and trustworthiness of an author's message (author's bias)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.5i.5 Evaluate how propaganda and persuasive techniques and author's choices (e.g., word choices) shape readers' understandings	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.5i.6 Evaluate strengths and weaknesses of text(s) sources, format and argument	Chapter 29 Critical Thinking
2.5i.7 Evaluate the completeness, accuracy, and/or clarity of the information in a complex text	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.5i.8 Identify the information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources	Chapter 31 Study Skills and Test-taking
2.5i.9 Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)	Chapter 29 Critical Thinking
2.5j.1 Identify and describe propaganda techniques (e.g., name calling, exaggeration/hyperbole, bandwagon, testimonial, broad generalization, red herring, circular thinking, parallelism)	Chapter 29 Critical Thinking
2.5j.10 Evaluate ambiguous information in texts	Chapter 29 Critical Thinking
2.5j.2 Identify persuasive techniques (e.g., appeal to emotion, appeal to authority, cause/effect, repetition, rhetorical question)	Chapter 29 Critical Thinking

Standard	Chapter(s)
<p><b>2.5j.3</b> Recognize and identify how propaganda and persuasive techniques are used in a variety of forms (e.g. television, commercials, movies, advertisements, newspapers, billboards, magazines, catalogues and packaging) to enhance the meaning of a text</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5j.4</b> Evaluate the fairness and trustworthiness of an author's message (author's bias)</p>	<p><b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5j.5</b> Evaluate how propaganda and persuasive techniques and author's choices (e.g., word choices) shape readers' understandings</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5j.6</b> Evaluate strengths and weaknesses of text(s) sources, format and argument</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5j.7</b> Evaluate the completeness, accuracy, and/or clarity of the information in a complex text</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5j.8</b> Identify the information that needs to be checked for accuracy (e.g., data, statistics, sources) and evaluate the credibility of sources</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5j.9</b> Evaluate the credibility of messages (e.g., thoroughness, depth, breadth, balance, use of fact and opinion, inclusion of logical and/or emotional arguments)</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5l.1.10</b> Interpretation of the theme or concept</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5l.1.12</b> Delineation of setting</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.5l.1.2</b> Has details</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5l.1.3</b> Has a purpose</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5l.1.4</b> Has clear, distinctive characters</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.5l.1.5</b> Is understandable</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.5l.1.6</b> Has an expressive vocabulary</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.5l.1.7</b> Has an unpredictable plot that is developed</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.5l.1.8</b> Has a variety of episodes/action</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.5l.1.9</b> Has an expressive vocabulary</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>2.6a.1</b> Revisit text to search for connections between and among ideas</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
2.6a.2 Find and explain personal connections to the topics, events, characters, actions, ideas or information in text(s)	<b>Chapter 31</b> Study Skills and Test-taking
2.6b.1 Draw on prior knowledge and experience to connect personally to text (text-to-self connections)	<b>Chapter 31</b> Study Skills and Test-taking
2.6b.2 Draw on prior knowledge of the world (other books, television, movies) to make text-to-world connections)	<b>Chapter 31</b> Study Skills and Test-taking
2.6b.3 Analyze how connections (text-to-self, text-to-world) are contributing to their understanding of the text.	<b>Chapter 31</b> Study Skills and Test-taking
2.6b.4 Employ reading strategies (e.g., skimming, scanning) to locate and apply information in varied print and non-print (e.g., computers, electronic media, interviews) sources for inquiry projects and other authentic tasks	<b>Chapter 31</b> Study Skills and Test-taking
2.7b.2 Evaluate the difference between a stated purpose and an underlying reason in media messages (e.g., TV commercials, radio, Internet, video games, advertisements)	<b>Chapter 26</b> Communication in the Digital Age <b>Chapter 29</b> Critical Thinking
3.1a1.4 Use multiple sources of information (books, television, videos/DVDs, resource people, cassettes, dictionaries, recordings, encyclopedias, and available databases)	<b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking
3.1a1.5 Select sources (e.g., dictionaries, encyclopedias, interviews, observations, electronic media, computer databases) appropriate to the breadth and depth of the research	<b>Chapter 28</b> Vocabulary Power
3.1a1.8 Use teacher-selected Internet sites and data bases to access information	<b>Chapter 26</b> Communication in the Digital Age
3.1a2.1 Formulate a research question or thesis statement	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing <b>Chapter 31</b> Study Skills and Test-taking
3.1a2.10 Summarize ways in which the research process and product can be improved	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking
3.1a2.7 Organize and interpret gathered information using various graphic organizers (e.g., outlining, webbing)	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
3.1a2.9 Relay facts from research	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
3.1b.3 Decide what information is valuable for a particular situation	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
3.1b.4 Select and use various methods (e.g., web, chart) to manage information	<b>Chapter 13</b> Introduction to the Writing Process
3.1b.5 Create own system for organizing information	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 18</b> Personal Writing
3.2a.1 Use technology to synthesize information by making a graphic organizer, making an outline, using a meaningful format (text, drawings, graphs, diagrams, and graphics) to express ideas, and producing a video production	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
3.2b.1 Decide how the information fits together	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
3.2b.10 Fulfills the identified purpose as clearly indicated in the thesis statement	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 31</b> Study Skills and Test-taking
3.2b.11 Utilizes an organizational plan for combining paragraphs to address a designated purpose and topic	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing
3.2b.4 List sources of information in bibliographic form that follows a designated format (MLA, APA)	<b>Chapter 13</b> Introduction to the Writing Process
3.2b.6 Uses sentences organized in paragraph form to tell about a designated topic	<b>Chapter 2</b> The Sentence Base <b>Chapter 4</b> Clauses <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 16</b> Writing Powerful Paragraphs <b>Chapter 28</b> Vocabulary Power
3.2b.8 Includes information relevant to topic and purpose	<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)
3.3a2.2 Evaluate both sources and information as a result of analysis of accuracy, bias, stereotypes, and validity	Chapter 29 Critical Thinking
3.3a2.3 Synthesize information as appropriate to a specific purpose	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.3a2.5 Integrate information to express relevant ideas to a specific purpose	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.3a2.6 Demonstrate how information retrieved does or does not address original problem	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.3a2.7 Evaluate information in terms of credibility, accuracy, and social, economic, political, legal and ethical issues that may impact it	Chapter 29 Critical Thinking
3.3b1.1 Use retrieved information to accomplish a specific purpose	Chapter 23 Writing the Research Paper
3.3b1.3 Reevaluate their position on the topic and your research strategy	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.3b2.1.1 Draw conclusions (including implied main ideas) that require analysis and/or evaluation	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.1a.1 Evaluate a character's actions in a literary text, critically analyzing the text	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.1a.2 Make and support insightful connections between the reader's personal situations and motivations of characters in a text	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
4.1a.3 Compare the characters' situations or motivations to those in other literary texts	Chapter 21 Writing About Literature
4.1b.1 Evaluate the effect of the author's use of imagery and figurative language on a reader	Chapter 21 Writing About Literature
4.1b.2 Use ideas from the text to evaluate personal responses to literature (text-to-self connections)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.1c.1 Read and analyze stories from different cultures and eras to broaden cultural awareness	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.1c.2 Demonstrate an understanding of the experiences and feelings of fictional characters (e.g., show empathy for, disagree with, compare to personal or other familiar experiences) based on age, gender, nationalities, races, cultures, and/or disabilities	Chapter 21 Writing About Literature

Standard	Chapter(s)
<b>4.1c.3</b> Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	<b>Chapter 21</b> Writing About Literature
<b>4.1e.1</b> As a result of reading a literary text, students will connect to other texts using the following as guides for connections: What does this remind me of in another book I've read How is this text similar to other things I've read? How is this different to other books I've read? Have I read about something like this before? Seek other texts and media with similar themes and connections.	<b>Chapter 21</b> Writing About Literature
<b>4.2a.1</b> Make strongly implied inferences about content, abstract ideas, events, characters, setting, mood, theme, and tone in a text and identify appropriate text support	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>4.2a.6</b> Make connections between conclusions they draw and other beliefs or knowledge	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>4.2a.7</b> Make critical or analytical judgments about what they read	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>4.2a.8</b> Analyze texts to make generalizations	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>4.2a.9</b> Create self-motivated interpretations of text that are adapted as they continue to read and after they read	<b>Chapter 31</b> Study Skills and Test-taking
<b>4.2b.1</b> Use knowledge of distinctive characteristics of various genres including but not limited to: fiction (e.g., short story, poetry, folk tale, mystery, tall tale, fairy tales, novels, fable, myth, fantasy, science fiction, historic fiction, and realistic fiction), literary nonfiction (e.g., letter, biography, speeches, autobiography), and drama (e.g., classic and/or contemporary multi-act plays) to analyze the meaning of the text	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>4.2c.1</b> Evaluate the effect of author's choices (word and content) on the reader	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>4.2c.3</b> Evaluate the effectiveness of an author's choice of words with specific connotations to create mood	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>4.2c.4</b> Analyze how irony, tone, mood, style, syntax, and sound of language are used for a rhetorical purpose	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>4.2c.5</b> Compare styles among texts to determine effects of author's choices	<b>Chapter 21</b> Writing About Literature

Standard	Chapter(s)
4.2c.6 Compare characteristics and elements of various literary forms including short stories, poetry, essays, plays, speeches and novels	Chapter 21 Writing About Literature
4.2f.1 Analyze how point of view affects a literary text (e.g., how a story would be different if told from a different point of view)	Chapter 21 Writing About Literature
4.2f.2 Analyze how point of view impacts the reader	Chapter 21 Writing About Literature
4.2f.3 Evaluate the effect of an author's use of point of view such as first vs. third, limited vs. omniscient, and subjective vs. objective	Chapter 21 Writing About Literature
4.3a.1 Read and evaluate complex stories from different cultures and eras to broaden cultural awareness	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.3a.2 Empathize with experiences and feelings of fictional characters based on age, gender, nationalities, races, cultures, and/or disabilities	Chapter 21 Writing About Literature
4.3a.3 Compare works of literature from the same historical period written by authors from different (cultural, generational and gender) perspectives	Chapter 21 Writing About Literature
4.4b.1 Compare works of literature from the same historical period written by authors from different cultural, generational, and gender perspectives	Chapter 21 Writing About Literature
4.4b.2 Analyze recognized works of literature representing a variety of genres and traditions	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.4b.3 Analyze and evaluate an author's viewpoint and message in relation to the historical and cultural context of the author's work	Chapter 31 Study Skills and Test-taking
4.4b.4 Research, analyze and evaluate social, historical, cultural and biographical influences on literary works	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.4b.7 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.4a.1 Read stories and relate characters' experiences to shape own decisions by asking questions I felt like that character when I....; If that happened to me, I would....; I can relate to that character because one time....	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking