

Illinois Learning Standards (Grade 12)

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

Standard	Chapter(s)
1.A.5a Identify and analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.	Chapter 28 Vocabulary Power
1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.B.5b Analyze the defining characteristics and structures of a variety of complex literary genres and describe how genre affects the meaning and function of the texts.	Chapter 21 Writing About Literature
1.B.5c Evaluate a variety of compositions for purpose, structure, content and details for use in school or at work.	Chapter 31 Study Skills and Test-taking
1.C.5b Analyze and defend an interpretation of text.	Chapter 31 Study Skills and Test-taking
1.C.5c Critically evaluate information from multiple sources.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.C.5d Summarize and make generalizations from content and relate them to the purpose of the material.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.C.5e Evaluate how authors and illustrators use text and art across materials to express their ideas (e.g., complex dialogue, persuasive techniques).	Chapter 31 Study Skills and Test-taking
2.A.5a Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).	Chapter 21 Writing About Literature
2.A.5b Evaluate relationships between and among character, plot, setting, theme, conflict and resolution and their influence on the effectiveness of a literary piece.	Chapter 21 Writing About Literature
2.B.5a Analyze and express an interpretation of a literary work.	Chapter 31 Study Skills and Test-taking
3.A.5 Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.	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

Standard	Chapter(s)
<p>3.B.5 Using contemporary technology, produce documents of publication quality for specific purposes and audiences; exhibit clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.</p>	<p>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</p>
<p>3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice and tone to the audience, purpose and situation.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (e.g., applications, job applications, business letters, resume, petitions).</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>4.A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.</p>	<p>Chapter 29 Critical Thinking</p>
<p>4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>4.B.5c Implement learned strategies to self-monitor communication anxiety and apprehension (e.g., relaxation and transference techniques, scripting, extemporaneous outlining, repetitive practice).</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>5.C.5b Support and defend a thesis statement using various references including media and electronic resources.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>