

## Indiana Academic Standards (Grade 12)

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

Standard	Chapter(s)
<b>12.1.1</b> Vocabulary and Concept Development: Understand unfamiliar words that refer to characters or themes in literature or history.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.1.2</b> Vocabulary and Concept Development: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.	<b>Chapter 28</b> Vocabulary Power
<b>12.1.3</b> Vocabulary and Concept Development: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.2.2</b> Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.2.3</b> Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.3.1</b> Structural Features of Literature: Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.	<b>Chapter 21</b> Writing About Literature
<b>12.3.2</b> Analysis of Grade-Level-Appropriate Literary Text: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	<b>Chapter 21</b> Writing About Literature
<b>12.3.4</b> Analysis of Grade-Level-Appropriate Literary Text: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.	<b>Chapter 21</b> Writing About Literature
<b>12.3.9</b> Literary Criticism: Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.	<b>Chapter 21</b> Writing About Literature
<b>12.4.10</b> Evaluation and Revision: Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.	<b>Chapter 13</b> Introduction to the Writing Process

Standard	Chapter(s)
<p><b>12.4.11</b> Evaluation and Revision: Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing</p>
<p><b>12.4.12</b> Evaluation and Revision: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p><b>Chapter 2</b> The Sentence Base  <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</p>
<p><b>12.4.2</b> Organization and Focus: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.</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 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4.3</b> Organization and Focus: Use point of view, characterization, style, and related elements for specific narrative and aesthetic (artistic) purposes.</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>12.4.4</b> Organization and Focus: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</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>12.4.5</b> Organization and Focus: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p><b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 22</b> Creative Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4.6</b> Organization and Focus: Use language in creative and vivid ways to establish a specific tone.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>
<p><b>12.4.7</b> Research Process and Technology: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.</p>	<p><b>Chapter 23</b> Writing the Research Paper  <b>Chapter 26</b> Communication in the Digital Age</p>

Standard	Chapter(s)
<p><b>12.4.8</b> Research Process and Technology: Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.</p>	<p><b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5.1</b> Writing Processes and Features: Write fictional, autobiographical, or biographical narratives that: narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places; describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings; pace the presentation of actions to accommodate changes in time and mood.</p>	<p><b>Chapter 18</b> Personal Writing</p>
<p><b>12.5.10</b> Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information; demonstrates that sources have been evaluated for accuracy, bias, and credibility; incorporates numeric data, charts, tables, and graphs; organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).</p>	<p><b>Chapter 23</b> Writing the Research Paper</p>
<p><b>12.5.2</b> Writing Processes and Features: Write responses to literature that: demonstrate a comprehensive understanding of the significant ideas in works or passages; analyze the use of imagery, language, universal themes, and unique aspects of the text; support statements with evidence from the text; demonstrate an understanding of the author's style and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</p>	<p><b>Chapter 21</b> Writing About Literature</p>

Standard	Chapter(s)
<p><b>12.5.3</b> Writing Processes and Features: Write reflective compositions that: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion; draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.</p>	<p><b>Chapter 18</b> Personal Writing</p>
<p><b>12.5.5</b> Writing Processes and Features: Write job applications and resumes that: provide clear and purposeful information and address the intended audience appropriately; use varied levels, patterns, and types of language to achieve intended effects and aid comprehension; modify the tone to fit the purpose and audience; follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.</p>	<p><b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work</p>
<p><b>12.5.6</b> Writing Processes and Features: Use varied and extended vocabulary, appropriate for specific forms and topics.</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 28</b> Vocabulary Power</p>
<p><b>12.5.7</b> Writing Processes and Features: Use precise technical or scientific language when appropriate for topic and audience.</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 28</b> Vocabulary Power</p>
<p><b>12.5.8</b> Writing Processes and Features: Deliver multimedia presentations that: combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images; select an appropriate medium for each element of the presentation; use the selected media skillfully, editing appropriately and monitoring for quality; test the audience's response and revise the presentation accordingly.</p>	<p><b>Chapter 26</b> Communication in the Digital Age</p>

Standard	Chapter(s)
<p><b>12.5.9</b> Writing Processes and Features: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that: develops a thesis, creates an organizing structure appropriate to purpose, audience, and context; includes accurate information from primary and secondary sources and excludes extraneous information; makes valid inferences; supports judgments with relevant and substantial evidence and well-chosen details; uses technical terms and notations correctly; provides a coherent conclusion.</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 17</b> Descriptive 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>12.6.1</b> Grammar and Mechanics of Writing: Demonstrate control of grammar, diction, and paragraph and sentence structure, as well as an understanding of English usage.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <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>
<p><b>12.6.2</b> Manuscript Form: Produce writing that shows accurate spelling and correct punctuation and capitalization.</p>	<p><b>Chapter 9</b> Capitalization  <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 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.6.3</b> Manuscript Form: Apply appropriate manuscript conventions in writing - including title page presentation, pagination, spacing, and margins - and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>12.6.4</b> Manuscript Form: Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens.</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>

Standard	Chapter(s)
<p><b>12.7.1</b> Comprehension: Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.7.13</b> Analysis and Evaluation of Oral and Media Communications: Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.7.14</b> Analysis and Evaluation of Oral and Media Communications: Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.7.15</b> Analysis and Evaluation of Oral and Media Communications: Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's abdication speech).</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.7.3</b> Organization and Delivery of Oral Communication: Distinguish between and use various forms of logical arguments, including: inductive arguments (All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (If all men are mortal and he is a man, then he is mortal.); syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.7.9</b> Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>CMP.1.10</b> Revise: Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing. [11.4.12/12.4.12]</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)
<b>CMP.1.11</b> Edit: Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist. [11.4.11/12.4.11]	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing
<b>CMP.1.13</b> Research: Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources. [11.4.7/12.4.7]	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 26</b> Communication in the Digital Age
<b>CMP.1.14</b> Research: Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies. [11.4.8/12.4.8]	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>CMP.1.2</b> Draft: Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments. [11.4.2/12.4.2]	<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 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>CMP.1.4</b> Draft: Structure ideas and arguments in a sustained and persuasive way and support them with evidence from texts or precise and relevant examples. [11.4.4/12.4.4]	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
<b>CMP.1.5</b> Draft: Enhance meaning using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a proposal or call for action. [11.4.5/12.4.5]	<b>Chapter 22</b> Creative Writing <b>Chapter 31</b> Study Skills and Test-taking
<b>CMP.1.6</b> Draft: Use language in creative and vivid ways to establish a specific tone. [11.4.6/12.4.6]	<b>Chapter 22</b> Creative Writing
<b>CMP.1.8</b> Revise: Review, evaluate, and revise by writing for meaning, clarity, achievement of purpose, and mechanics. [11.4.10]	<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

Standard	Chapter(s)
<p><b>CMP.1.9</b> Revise: Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer. [12.4.10]</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>CMP.2.1</b> Writing Process: Write fictional, autobiographical, or biographical compositions that: narrate a sequence of events and communicate their significance to the audience; locate scenes and incidents in specific places; describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character's feelings; pace the presentation of actions to accommodate changes in time and mood. [11.5.1/12.5.1]</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>CMP.2.10</b> Writing Process: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) that: uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information; demonstrates that sources have been evaluated for accuracy, bias, and credibility; incorporates numeric data, charts, tables, and graphs; organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited). [11.5.10/12.5.10]</p>	<p><b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations</p>
<p><b>CMP.2.2</b> Writing Process: Write responses to literature that: demonstrate a comprehensive understanding of the significant ideas in works or passages; analyze the use of imagery, language, universal themes, and unique aspects of the text; support statements with evidence from the text; demonstrate an understanding of the author's style and an appreciation of the effects created; identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. [11.5.2/12.5.2]</p>	<p><b>Chapter 21</b> Writing About Literature</p>

Standard	Chapter(s)
<p><b>CMP.2.3</b> Writing Process: Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that: develops a thesis; creates an organizing structure appropriate to purpose, audience, and context; includes accurate information from primary and secondary sources and excludes extraneous information; makes valid inferences; supports judgments with relevant and substantial evidence and well-chosen details; uses technical terms and notations correctly; provides a coherent conclusion. [11.5.9/12.5.9]</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking</p>
<p><b>CMP.2.4</b> Writing Process: Write reflective compositions that: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion; draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life; maintain a balance in describing individual events and relating those events to more general and abstract ideas. [11.5.3/12.5.3]</p>	<p><b>Chapter 18</b> Personal Writing</p>
<p><b>CMP.2.6</b> Writing Process: Write job applications and resumes that: provide clear and purposeful information and address the intended audience appropriately; use varied levels, patterns, and types of language to achieve intended effects and aid comprehension; modify the tone to fit the purpose and audience; follow the conventional style for that type of document (a resume or cover letter of application) and use page formats, fonts (typeface), and spacing that contribute to the readability and impact of the document. [11.5.5/12.5.5]</p>	<p><b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work</p>
<p><b>CMP.2.7</b> Writing Process: Use varied and extended vocabulary, appropriate for specific forms and topics. [11.5.6/12.5.6]</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 28</b> Vocabulary Power</p>
<p><b>CMP.2.8</b> Writing Process: Use precise technical or scientific language when appropriate for topic and audience. [11.5.7/12.5.7]</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 28</b> Vocabulary Power</p>

Standard	Chapter(s)
<p><b>CMP.2.9</b> Writing Process: Deliver multimedia presentations that: combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images; select an appropriate medium for each element of the presentation; use the selected media skillfully, editing appropriately and monitoring for quality; test the audience's response and revise the presentation accordingly. [11.5.8/12.5.8]</p>	<p><b>Chapter 26</b> Communication in the Digital Age</p>
<p><b>CMP.3.1</b> Demonstrate control of grammar, diction, paragraph and sentence structure, as well as an understanding of English usage. [11.6.1/12.6.1]</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <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>
<p><b>CMP.3.2</b> Produce writing that shows accurate spelling and correct punctuation and capitalization. [11.6.2/12.6.2]</p>	<p><b>Chapter 9</b> Capitalization  <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 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>CMP.3.4</b> Identify and correctly use clauses, both main and subordinate: phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colons, ellipses, and hyphens. [11.6.4/12.6.4]</p>	<p><b>Chapter 3</b> Phrases  <b>Chapter 4</b> Clauses  <b>Chapter 7</b> Subject/Verb Agreement  <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)
<b>JRN.4.6.3</b> Active voice verbs, and	<b>Chapter 1</b> The Parts of Speech <b>Chapter 5</b> Using Verbs <b>Chapter 15</b> Writing Strong Sentences
<b>LIT.1.1</b> Vocabulary and Concept Development: Understand unfamiliar words that refer to characters or themes in literature or history. [11.1.1/12.1.1]	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>LIT.1.2</b> Vocabulary and Concept Development: Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.[11.1.2/12.1.2]	<b>Chapter 28</b> Vocabulary Power
<b>LIT.1.3</b> Vocabulary and Concept Development: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. [11.1.3/12.1.3]	<b>Chapter 31</b> Study Skills and Test-taking
<b>LIT.2.2</b> Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. [11.2.2/12.2.2]	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>LIT.2.3</b> Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others. [11.2.3/12.2.3]	<b>Chapter 31</b> Study Skills and Test-taking
<b>LIT.3.1</b> Structural Features of Literature: Evaluate characteristics of subgenres, types of writings such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres. [11.3.1/12.3.1]	<b>Chapter 21</b> Writing About Literature
<b>LIT.3.2</b> Literary Analysis of Grade-Level-Appropriate Text: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. [11.3.2/12.3.2]	<b>Chapter 21</b> Writing About Literature
<b>LIT.3.3</b> Literary Analysis of Grade-Level-Appropriate Text: Evaluate the ways in which irony, tone, mood, the style, and the 'sound' of language achieve specific rhetorical (persuasive) or aesthetic (artistic) purposes or both. [11.3.3/12.3.3]	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>LIT.3.4</b> Literary Analysis of Grade-Level-Appropriate Text: Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions. [11.3.4/12.3.4]	<b>Chapter 21</b> Writing About Literature

Standard	Chapter(s)
<p><b>LIT.3.7</b> Literary Analysis of Grade-Level-Appropriate Text: Analyze recognized works of world literature from a variety of authors that: contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period; relate literary works and authors to the major themes and issues of their literary period; examine the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting. [12.3.7]</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>SPC.1.1</b> Comprehension: Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>SPC.1.13</b> Analysis and Evaluation of Oral and Media Communications: Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation). [11.7.13/12.7.13]</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>SPC.1.14</b> Analysis and Evaluation of Oral and Media Communications: Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof. [11.7.14/12.7.4]</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>SPC.1.15</b> Analysis and Evaluation of Oral and Media Communications: Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (for example, Orson Welles' radio broadcast 'War of the Worlds' by H. G. Wells). [11.7.15/12.7.15]</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>SPC.1.3</b> Organization and Delivery of Oral Communication: Distinguish between and use various forms of logical arguments, including: inductive arguments: All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (If all men are mortal and he is a man, then he is mortal.); syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others). [11.7.3/12.7.3]</p>	<p><b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<p><b>SPC.1.9</b> Analysis and Evaluation of Oral and Media Communications: Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating of stereotypes; and using visual representations, special effects, and language). [11.7.9/12.7.9]</p>	<p><b>Chapter 29</b> Critical Thinking</p>