

Kansas Curricular Standards (Grade 12)

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

Standard	Chapter(s)
1.1.1 The students accept responsibility for active listening.	Chapter 18 Personal Writing Chapter 29 Critical Thinking
1.1.10 The student manages vocabulary particular to the topic and provides ease of understanding (Word Choice: prewriting, drafting, revising: N, E, T, P) .	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
1.1.11 The student uses a variety of sentence structures and lengths (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .	Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences
1.1.12 The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader easily through the text (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 14 The Six Traits of Good Writing
1.1.13 The student uses fragments only for stylistic effect (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing
1.1.14 The student composes and selectively uses dialogue for effect and style (Sentence Fluency: prewriting, drafting, revising: N, E, T, P).	Chapter 22 Creative Writing
1.1.16 The student uses correct mechanics and punctuation to guide the reader through the text (Conventions: prewriting, drafting, revising: N, E, T, P).	Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
1.1.17 The student uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity (Conventions: prewriting, drafting, revising: N, E, T, P) .	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>1.1.18 The student spells familiar and most unfamiliar words and uses available resources (e.g. dictionary, spell check (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>1.1.2 The students use personal strategies to maintain focus (metacognition).</p>	<p>Chapter 18 Personal Writing Chapter 29 Critical Thinking</p>
<p>1.1.3 The students demonstrate ability to manage internal and external distractions.</p>	<p>Chapter 18 Personal Writing Chapter 29 Critical Thinking</p>
<p>1.1.5 The student applies appropriate strategies to generate narrative text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>1.1.6 The student writes a piece with an inviting introduction, appropriate body, and satisfying conclusion that leaves the reader with a sense of resolution (Organization: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.1.7 The student selects varied transitions to connect ideas within and between paragraphs in the writing piece (Organization: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 18 Personal Writing</p>
<p>1.1.8 The student selects vocabulary and figurative language that conveys a particular tone and personality (e.g. humor, suspense, originality, and liveliness (Voice: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing</p>
<p>1.1.9 The student incorporates words that are precise and suitable for narrative writing, which create appropriate imagery (e.g. explicit nouns, explicit verbs, natural modifiers (Word Choice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>1.2.1 The student develops a thesis statement based upon at least one main idea in response to a prompt (Ideas and Content: prewriting, drafting, revising, N, E, T, P).</p>	<p>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>
<p>1.2.10 The student arranges information within each paragraph in a logical and effective sequence to meet the reader's informational needs (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 16 Writing Powerful Paragraphs</p>

Standard	Chapter(s)
<p>1.2.11 The student uses appropriate transitions to connect ideas within and between paragraphs (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 18 Personal Writing</p>
<p>1.2.12 The student selects vocabulary and figurative language that convey a particular tone and personality (e.g. humor, suspense, originality, liveliness (Voice: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing</p>
<p>1.2.13 The student incorporates words that are precise and suitable for expository writing that create appropriate imagery (e.g. explicit nouns, vivid verbs, natural modifiers (Word Choice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>1.2.14 The student manages specialized vocabulary particular to the subject/topic to provide ease of understanding (Word Choice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 28 Vocabulary Power</p>
<p>1.2.15 The student uses a variety of sentence structures and lengths to make the reading pleasant and natural (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>1.2.16 The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences to move the reader easily through the text (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 14 The Six Traits of Good Writing</p>
<p>1.2.17 The student uses fragments only for stylistic effect (Conventions: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing</p>
<p>1.2.19 The student uses correct mechanics and punctuates to guide the reader through the text (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.2.2 The student clearly defines the main idea by selecting relevant, logical details that meet the reader's informational needs (Ideas and Content: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process</p>

Standard	Chapter(s)
<p>1.2.20 The student uses correct grammar and usage, which may be manipulated for stylistic effect and may contribute to clarity (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.2.21 The student spells familiar and most unfamiliar word correctly and uses available resources (e.g. dictionary, spell check (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>1.2.3 The student selects and uses (1) personal experience (2) personal observations (3) prior knowledge (4) research to meet the reader's needs and to create appropriate point of view (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 19 Expository Writing</p>
<p>1.2.4 The student expresses information in own words using appropriate organization, grammar, word choice, and tone sufficient to the audience (Ideas and Content: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.2.7 The student constructs a bibliography with a standard style of format (e.g. MLA, APA, etc. (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>1.2.8 The student applies appropriate strategies to generate expository text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups and identifying information from print sources (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>1.2.9 The student writes a cohesive piece that includes (1) an introduction that draws the reader in (2) a body that provides information through the logical placement of facts and data (3) a conclusion that reinforces the thesis statement and leaves the reader with a sense of completion (Organization: prewriting, drafting, revising: N, E, T, P) .</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 19 Expository Writing Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>1.3.1 The student develops a technical text focused on one main purpose (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 28 Vocabulary Power</p>
<p>1.3.10 The student writes with an awareness of purpose and audience (e.g. letters, complex reports, directions, graphics, brochures, electronic presentation, newsletters, memos, job 1.3.1.</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>1.3.11 The student writes with authority so the voice is not distracting (Voice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>1.3.12 The student selects words that convey the writer's message clearly, precisely, and professionally (e.g. technical terms, jargon (Word Choice: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>1.3.13 The student selects words that consider appropriate connotation for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc. (Word Choice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>1.3.14 The student writes compact sentences or phrases that make the point clear (Sentence Fluency: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>

Standard	Chapter(s)
<p>1.3.15 The student punctuates correctly (Conventions: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.3.16 The student uses correct grammar and usage, which may be manipulated for stylistic effect and contributes to clarity (Conventions: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.3.17 The student spells words correctly and uses available resources (e.g. dictionary, spell check (Conventions: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>1.3.2 The student clearly defines the main idea with selection of concise, logical details that meet the reader's informational needs (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 28 Vocabulary Power</p>
<p>1.3.3 The student determines meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<p>Chapter 28 Vocabulary Power Chapter 30 Spelling</p>
<p>1.3.4 The students accurately explain an oral message.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.3.5 The student constructs a bibliography with a standard style of format (e.g. MLA, APA, etc. (Ideas and Content: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 28 Vocabulary Power</p>

Standard	Chapter(s)
<p>1.3.6 The student applies appropriate strategies to generate technical text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>1.3.7 The student organizes information within each section, paragraph, list, or graphic in a logical and effective sequence to meet the reader's informational needs (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 16 Writing Powerful Paragraphs</p>
<p>1.3.8 The student composes a comprehensive piece with a constructive introduction, a relevant or sequential body, and a suitable conclusion. Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.3.9 The student uses appropriate transitions to connect ideas within the piece (e.g. enumerated lists, bullets, headings, subheadings, complex outlining elements (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 18 Personal Writing</p>
<p>1.4.1 The student asserts an arguable proposition or opinion (thesis statement (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking</p>
<p>1.4.10 The student uses appropriate transitions to connect ideas within and between paragraphs (Organization: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking</p>
<p>1.4.11 The student selects vocabulary and figurative language that conveys a particular tone and personality (e.g. humor, suspense, cynicism, sarcasm, originality, and liveliness (Voice: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>1.4.12 The student uses language that is appropriate for persuasive writing and easy for the audience to understand (Word Choice: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>1.4.13 The student incorporates words that are precise, suitable for persuasive writing, and create imagery (e.g. precise nouns, powerful verbs, vivid modifiers (Word Choice: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>1.4.14 The student uses a variety of sentence structures and lengths to make the reading pleasant and natural (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.4.15 The student creates a variety of engaging sentence beginnings that relate to and build upon previous sentences that move the reader fluidly through the subject matter (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 14 The Six Traits of Good Writing Chapter 29 Critical Thinking</p>
<p>1.4.16 The student uses fragments only for stylistic effect (Sentence Fluency: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing</p>
<p>1.4.17 The student includes convincing dialogue, if appropriate (Sentence Fluency: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 22 Creative Writing</p>
<p>1.4.18 The student punctuates correctly to easily guide the reader through the text (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>1.4.19 The student uses correct grammar and usage, which may be manipulated for stylistic effect, which may contribute to clarity (Conventions: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>1.4.2 The student selects and uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. first person in editorial (Ideas and Content: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>1.4.20 The student spells words correctly and uses available resources (e.g. dictionary, spell check (Conventions: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>1.4.3 The students use appropriate strategies to remember.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>1.4.4 The student anticipates the reader's question(s) and provides balance with a counter-argument (Ideas and Content: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.4.5 The student builds a focused argument that uses logical thinking and appeals to reason, authority, and/or emotion (Ideas and Content: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.4.7 The student uses appropriate strategies to generate persuasive text (e.g. brainstorming, listing, webbing, working in pairs or cooperative groups, identifying information from print sources (Organization: prewriting, drafting, revising: N, E, T, P) .</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.4.8 The student writes a cohesive piece that includes (1) an introduction that engages the reader (2) a body that reinforces the writer's position through the logical placement of evidence (3) a conclusion that reinforces the thesis statement and the original position (Organization: prewriting, drafting, revising: N, E, T, P).</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 20 Persuasive Writing Chapter 28 Vocabulary Power Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>1.4.9 The student arranges information within each paragraph in a logical and effective sequence to persuade the reader (e.g. typically 5 or more sentences (Organization: prewriting, drafting, revising: N, E, T, P).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 16 Writing Powerful Paragraphs</p>
<p>1.5.4 The students distinguish between fact and opinion.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.1.1 The students establish and maintain focus on visual messages.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.1.2 The students accept responsibility for active viewing.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>2.1.3 The student analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.</p>	<p>Chapter 21 Writing About Literature</p>
<p>2.1.4 The student analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts, and themes.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.1.5 The student presents organized statements, reports, and speeches using visuals or media to support meaning, as appropriate.</p>	<p>Chapter 21 Writing About Literature Chapter 23 Writing the Research Paper Chapter 27 Speeches and Presentations</p>
<p>2.1.6 The student analyzes, organizes, and converts information into different forms (e.g., charts, graphs, drawings).</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.1.7 The student documents sources of information using standard format.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>2.1.8 The student uses a manual or form such as Modern Language Association (MLA) or American Psychological Association (APA).</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>2.2.1 The student recognizes ways that literature from different cultures presents similar themes differently across genres.</p>	<p>Chapter 21 Writing About Literature</p>

Standard	Chapter(s)
<p>2.2.2 The students identify symbolic elements of visual messages, such as visual metaphors.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.2.3 The students recognize that visual messages are open to multiple interpretations.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.2.4 The students recognize the effects of verbal and nonverbal cues.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 29 Critical Thinking</p>
<p>2.3.3 The students offer appropriate and effective responses, such as questions and comments.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.3.4 The students conceptualize the abstract and symbolic message from a visual message.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.4.2 The students use appropriate strategies to remember the content of visual messages.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.1 The students predict various outcomes.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.10 The students recognize the underlying motives behind the visual messages.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.2 The students draw appropriate conclusions with supporting details.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.3 The students identify and interpret multiple messages and intended purposes.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.4 The students distinguish between relevant and irrelevant material.</p>	<p>Chapter 29 Critical Thinking</p>
<p>2.5.5 The students evaluate the quality of information obtained from electronic media sources.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 29 Critical Thinking</p>
<p>2.5.6 The students judge validity of ideas, arguments, or hypotheses.</p>	<p>Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
2.5.9 The students support their individual evaluation of the message.	Chapter 29 Critical Thinking
3.1.1 The students analyze the characteristics of their audience.	Chapter 27 Speeches and Presentations
3.1.2 The students describe different characteristics of messages based on purpose.	Chapter 27 Speeches and Presentations
3.1.3 The students analyze context and occasion for messages.	Chapter 27 Speeches and Presentations
3.2.2 The students participate in oral presentations for defined purposes.	Chapter 27 Speeches and Presentations
3.3.1 The students use thesis statement and main points to structure planned speeches.	Chapter 27 Speeches and Presentations
3.3.2 The students use familiar organizational patterns, such as comparison/contrast or problem/solution.	Chapter 27 Speeches and Presentations
3.3.5 The students use introductions that prepare an audience for the speech.	Chapter 27 Speeches and Presentations
3.3.6 The students use conclusions that reinforce the message and signal closure for planned speeches.	Chapter 27 Speeches and Presentations
3.4.1 The students use information that is relevant, accurate, and sufficient.	Chapter 27 Speeches and Presentations
3.4.2 The students use language that matches audience's level of understanding, such as vocabulary and amount of detail.	Chapter 27 Speeches and Presentations
3.5.5 The students effectively use materials and equipment, such as charts, graphs, marker boards, microphones, videos, overheads, and computer technology.	Chapter 26 Communication in the Digital Age
3.6.1 The students understand the various purposes of groups, such as problem solving, brainstorming, consensus building, discussion, and information gathering.	Chapter 29 Critical Thinking
4.3.3 The students select best information for purposes, audiences, occasions, and contexts.	Chapter 27 Speeches and Presentations