

Massachusetts ELA Standards (Grade 12)

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

Standard	Chapter(s)
1.3 Apply understanding of agreed-upon rules and individual roles in order to make decisions.	Chapter 29 Critical Thinking
10.1 Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction (informational and expository), and dramatic literature.	Chapter 21 Writing About Literature
10.2 Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	Chapter 21 Writing About Literature
10.3 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.	Chapter 21 Writing About Literature
10.4 Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
10.5 Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.	Chapter 21 Writing About Literature
10.6 Identify and analyze characteristics of genres (satire, parody, allegory, pastoral) that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay, and editorial.	Chapter 21 Writing About Literature
11.1 Relate themes in works of fiction and nonfiction to personal experience.	Chapter 21 Writing About Literature
11.3 Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
11.4 Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and provide support from the text for the identified themes.	Chapter 21 Writing About Literature
11.6 Apply knowledge of the concept that a text can contain more than one theme.	Chapter 21 Writing About Literature
11.7 Analyze and compare texts that express a universal theme, and locate support in the text for the identified theme.	Chapter 21 Writing About Literature

Standard	Chapter(s)
12.1 Identify the elements of plot, character, and setting in a favorite story.	Chapter 21 Writing About Literature
12.2 Identify and analyze the elements of plot, character, and setting in the stories they read and write.	Chapter 21 Writing About Literature
12.3 Identify and analyze the elements of setting, characterization, and plot (including conflict).	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
12.4 Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict.	Chapter 21 Writing About Literature
12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	Chapter 21 Writing About Literature
13.11 Distinguish fact from opinion or fiction.	Chapter 29 Critical Thinking
13.12 Summarize main ideas and supporting details.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
13.17 Identify and analyze main ideas, and supporting details.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
13.23 Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
13.24 Analyze the logic and use of evidence in an author's argument	Chapter 31 Study Skills and Test-taking
13.25 Analyze and explain the structure and elements of nonfiction works.	Chapter 31 Study Skills and Test-taking
13.27 Analyze, explain, and evaluate how authors use the elements of non-fiction to achieve their purposes.	Chapter 31 Study Skills and Test-taking
13.5 Restate main ideas and important facts from a text heard or read.	Chapter 31 Study Skills and Test-taking
13.9 Locate facts that answer the reader's questions.	Chapter 31 Study Skills and Test-taking
14.1 Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.	Chapter 21 Writing About Literature
14.2 Identify rhyme and rhythm, repetition, similes, and sensory images in poems.	Chapter 21 Writing About Literature

Standard	Chapter(s)
<p>14.3 Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, rhyme scheme); figurative language (personification, metaphor, simile, hyperbole); and graphics (capital letters, line length).</p>	<p>Chapter 21 Writing About Literature</p>
<p>14.4 Respond to and analyze the effects of sound, form, figurative language, and graphics in order to uncover meaning in poetry: sound (alliteration, onomatopoeia, internal rhyme, rhyme scheme); figurative language (personification, metaphor, simile, hyperbole); graphics (capital letters, line length, word position).</p>	<p>Chapter 21 Writing About Literature</p>
<p>14.5 Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and dramatic structure of poems: sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance); form (ballad, sonnet, heroic couplets); figurative language (personification, metaphor, simile, hyperbole, symbolism); and dramatic structure.</p>	<p>Chapter 21 Writing About Literature</p>
<p>14.6 Analyze and evaluate the appropriateness of diction and imagery (controlling images, figurative language, understatement, overstatement, irony, paradox).</p>	<p>Chapter 21 Writing About Literature</p>
<p>15.1 Identify the senses implied in words appealing to the senses in literature and spoken language.</p>	<p>Chapter 21 Writing About Literature</p>
<p>15.10 Analyze and compare style and language across significant cross-cultural literary works.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>15.2 Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</p>	<p>Chapter 21 Writing About Literature</p>
<p>15.3 Identify imagery, figurative language, rhythm, or flow when responding to literature.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>15.4 Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>15.5 Identify and analyze imagery and figurative language.</p>	<p>Chapter 21 Writing About Literature</p>
<p>15.6 Identify and analyze how an author's use of words creates tone and mood.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>15.7 Evaluate how an author's choice of words advances the theme or purpose of a work.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>15.8 Identify and describe the importance of sentence variety in the overall effectiveness of an imaginary/literary or informational/expository work.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
15.9 Identify, analyze, and evaluate an author's use of rhetorical devices in persuasive argument.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
16.1 Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.	Chapter 21 Writing About Literature
16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.	Chapter 21 Writing About Literature
16.2 Retell or dramatize traditional literature.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
16.7 Compare traditional literature from different cultures.	Chapter 21 Writing About Literature
17.1 Identify the elements of dialogue and use them in informal plays.	Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations
17.2 Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	Chapter 21 Writing About Literature
17.3 Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform.	Chapter 21 Writing About Literature
17.5 Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed: setting (place, historical period, time of day); plot (exposition, conflict, rising action, falling action); and characterization (character motivations, actions, thoughts, development).	Chapter 21 Writing About Literature
17.6 Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.	Chapter 21 Writing About Literature
17.7 Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
17.8 Identify and analyze types of dramatic literature.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
17.9 Identify and analyze dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony).	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
18.1 Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.	Chapter 27 Speeches and Presentations

Standard	Chapter(s)
<p>18.6 Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play.</p>	<p>Chapter 21 Writing About Literature</p>
<p>19.1 For imaginative/literary writing: Draw pictures and/or use letters or phonetically spelled words to tell a story.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>19.10 For imaginative/literary writing: Write short poems that contain simple sense details.</p>	<p>Chapter 22 Creative Writing</p>
<p>19.11 For informational/expository writing: Write brief summaries of information gathered through research.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>19.13 For informational/expository writing: Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 19 Expository Writing</p>
<p>19.14 For imaginative/literary writing: Write stories or scripts containing the basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).</p>	<p>Chapter 21 Writing About Literature Chapter 22 Creative Writing</p>
<p>19.15 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p>	<p>Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing</p>
<p>19.16 For informational/expository writing: Write brief research reports with clear focus and supporting detail.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 23 Writing the Research Paper</p>
<p>19.17 For informational/expository writing: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion.</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 19 Expository Writing Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
19.19 For imaginative/literary writing: Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	Chapter 21 Writing About Literature Chapter 22 Creative Writing
19.2 For imaginative/literary writing: Dictate sentences for a story and collaborate to put the sentences in chronological sequence.	Chapter 13 Introduction to the Writing Process
19.20 For imaginative/literary writing: Write poems using poetic techniques (alliteration, onomatopoeia, rhyme scheme), figurative language (simile, metaphor, personification), and graphic elements (capital letters, line length, word position).	Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing
19.21 For informational/expository writing: Write reports based on research that include quotations, footnotes or endnotes, and a bibliography.	Chapter 23 Writing the Research Paper
19.22 For informational/expository writing: Write and justify a personal interpretation of literary, informational, or expository reading that includes a topic statement, supporting details from the literature, and a conclusion.	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
19.23 For informational/expository writing: Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	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
19.24 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.	Chapter 22 Creative Writing
19.25 For imaginative/literary writing: Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.	Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing
19.26 For informational/expository writing: Write well-organized essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and variety in sentence structure.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
19.27 For informational/expository writing: Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety in sentence structure.	Chapter 23 Writing the Research Paper

Standard	Chapter(s)
19.28 For imaginative/literary writing: Write well-organized stories or scripts with an explicit or implicit theme, using a variety of literary techniques.	Chapter 22 Creative Writing
19.29 For imaginative/literary writing: Write poems using a range of forms and techniques.	Chapter 22 Creative Writing
19.3 For informational/expository writing: Draw pictures and/or use letters or phonetically spelled words to give others information.	Chapter 19 Expository Writing
19.30 For informational/expository writing: Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.	Chapter 13 Introduction to the Writing Process Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 19 Expository Writing
19.4 For informational/expository writing: Dictate sentences for a letter or directions and collaborate to put the sentences in order.	Chapter 13 Introduction to the Writing Process Chapter 19 Expository Writing
19.5 For imaginative/literary writing: Write or dictate stories that have a beginning, middle, and end.	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
19.6 For imaginative/literary writing: Write or dictate short poems.	Chapter 22 Creative Writing
19.7 For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order.	Chapter 13 Introduction to the Writing Process Chapter 19 Expository Writing
19.9 For imaginative/literary writing: Write stories that have a beginning, middle, and end and contain details of setting.	Chapter 13 Introduction to the Writing Process
2.3 Gather relevant information for a research project or composition through interviews.	Chapter 29 Critical Thinking
2.4 Integrate relevant information gathered from group discussions and interviews for reports.	Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking
2.5 Summarize in a coherent and organized way information and ideas learned from a focused discussion.	Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>20.1 Use a variety of forms or genres when writing for different purposes.</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>20.2 Use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>20.3 Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</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>20.4 Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 29 Critical Thinking</p>
<p>20.5 Use different levels of formality, style, and tone when composing for different audiences.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>20.6 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences</p>

Standard	Chapter(s)
<p>21.1 After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</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>21.2 Revise writing to improve level of detail after determining what could be added or deleted.</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>21.3 Improve word choice by using dictionaries.</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 28 Vocabulary Power</p>
<p>21.4 Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, vary sentences, and rearrange text.</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>21.5 Improve word choice by using dictionaries or thesauruses.</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 28 Vocabulary Power</p>
<p>21.6 Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.</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>21.7 Improve word choice by using a variety of references.</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 28 Vocabulary Power</p>
<p>21.8 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.</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>21.9 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>22.2 Use correct standard English mechanics such as: printing upper- and lower-case letters legibly and using them to make words; separating words with spaces; understanding and applying rules for capitalization at the beginning of a sentence, for names and places ('Janet,' 'I,' 'George Washington,' 'Springfield'), and capitalization and commas in dates ('February 24, 2001'); using correct spelling of sight and/or spelling words; and using appropriate end marks such as periods and question marks.</p>	<p>Chapter 9 Capitalization Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>22.4 Use knowledge of correct mechanics (end marks, commas for series, capitalization), usage (subject and verb agreement in a simple sentence), and sentence structure (elimination of fragments) when writing and editing.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>22.5 Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>22.6 Spell most commonly used homophones correctly in their writing (there, they're, their; two, too, to).</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>22.7 Use additional knowledge of correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling (commonly used homophones) when writing, revising, and editing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>22.8 Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 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 30 Spelling Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>22.9 Use knowledge of types of clauses (main and subordinate), verbals (gerunds, infinitives, participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 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 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>23.1 Arrange events in order when writing or dictating.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 27 Speeches and Presentations</p>
<p>23.10 Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>23.11 Organize ideas for writing comparison-and-contrast essays.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>23.13 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.</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>

Standard	Chapter(s)
<p>23.14 Organize ideas for emphasis in a way that suits the purpose of the writer.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>23.15 Craft sentences in a way that supports the underlying logic of the ideas.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>23.2 Arrange ideas in a way that makes sense.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>23.3 Organize plot events of a story in an order that leads to a climax.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 21 Writing About Literature</p>
<p>23.5 Organize ideas for an account of personal experience in a way that makes sense.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>23.6 Decide on the placement of descriptive details about setting, characters, and events in stories.</p>	<p>Chapter 21 Writing About Literature Chapter 22 Creative Writing</p>

Standard	Chapter(s)
<p>23.7 Group related ideas and place them in logical order when writing summaries or reports.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>23.8 Organize information about a topic into a coherent paragraph with a topic sentence, sufficient supporting detail, and a concluding sentence.</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>
<p>23.9 Integrate the use of organizing techniques that break up strict chronological order in a story (starting in the middle of the action, and then filling in background information using flashbacks).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>24.2 Identify and apply steps in conducting and reporting research: Define the need for information and formulate open-ended research questions; Initiate a plan for searching for information; Locate resources; Evaluate the relevance of the information; Interpret, use, and communicate the information; Evaluate the research project as a whole.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>24.3 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects: use an expanded range of print and non-print sources (atlases, data bases, electronic, on-line resources); follow established criteria for evaluating information; locate specific information within resources by using indexes, tables of contents, electronic search key words; organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing; and provide appropriate documentation in a consistent format.</p>	<p>Chapter 23 Writing the Research Paper</p>
<p>24.4 Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects: differentiate between primary and secondary source materials; differentiate between paraphrasing and using direct quotes in a report; organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing; document information and quotations and use a consistent format for footnotes or endnotes; and use standard bibliographic format to document sources.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent and standard format, and presenting research.</p>	<p>Chapter 23 Writing the Research Paper</p>

Standard	Chapter(s)
24.6 Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources.	Chapter 23 Writing the Research Paper
25.2 Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members.	Chapter 13 Introduction to the Writing Process
25.3 Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing
25.4 As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing
25.5 Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing
25.6 Individually develop and use criteria for assessing work across the curriculum, explaining why the criteria are appropriate before applying them.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing
26.1 Identify techniques used in television (animation, close-ups, wide-angle shots, sound effects, music, graphics) and use knowledge of these techniques to distinguish between facts and misleading information.	Chapter 29 Critical Thinking
26.5 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.	Chapter 29 Critical Thinking
26.6 Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them.	Chapter 29 Critical Thinking
27.2 Create presentations using computer technology.	Chapter 26 Communication in the Digital Age
27.4 Create media presentations and written reports on the same subject and compare the differences in effects of each medium.	Chapter 23 Writing the Research Paper
27.5 Use criteria to assess the effectiveness of media presentations.	Chapter 29 Critical Thinking
27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.	Chapter 29 Critical Thinking

Standard	Chapter(s)
3.1 Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume.	Chapter 27 Speeches and Presentations
3.10 Present an organized interpretation of a literary work, film, or dramatic production.	Chapter 27 Speeches and Presentations
3.14 Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.	Chapter 27 Speeches and Presentations
3.17 Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone, and vocabulary.	Chapter 27 Speeches and Presentations
3.2 Maintain focus on the topic.	Chapter 27 Speeches and Presentations
3.3 Adapt language to persuade, to explain, or to seek information.	Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking
3.4 Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation.	Chapter 27 Speeches and Presentations
3.5 Make informal presentations that have a recognizable organization (sequencing, summarizing).	Chapter 27 Speeches and Presentations
4.1 Identify and sort common words into various classifications (colors, shapes, textures).	Chapter 28 Vocabulary Power Chapter 29 Critical Thinking
4.10 Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words.	Chapter 28 Vocabulary Power Chapter 30 Spelling
4.11 Identify the meaning of common idioms and figurative phrases.	Chapter 15 Writing Strong Sentences Chapter 21 Writing About Literature
4.13 Determine the meaning of unknown words using their context.	Chapter 28 Vocabulary Power
4.14 Recognize and use words with multiple meanings (sentence, school, hard) and be able to determine which meaning is intended from the context of the sentence.	Chapter 28 Vocabulary Power
4.15 Determine meanings of words and alternate word choices using a dictionary or thesaurus.	Chapter 28 Vocabulary Power
4.16 Identify and apply the meaning of the terms antonym, synonym, and homophone.	Chapter 28 Vocabulary Power
4.17 Determine the meaning of unfamiliar words using context clues (definition, example).	Chapter 28 Vocabulary Power

Standard	Chapter(s)
4.18 Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Chapter 28 Vocabulary Power Chapter 30 Spelling
4.19 Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	Chapter 28 Vocabulary Power
4.2 Describe common objects and events in general and specific language.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 18 Personal Writing
4.20 Determine the meaning of unfamiliar words using context clues (contrast, cause and effect).	Chapter 28 Vocabulary Power
4.21 Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	Chapter 28 Vocabulary Power Chapter 30 Spelling
4.22 Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	Chapter 28 Vocabulary Power
4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.	Chapter 15 Writing Strong Sentences Chapter 21 Writing About Literature Chapter 28 Vocabulary Power
4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.	Chapter 28 Vocabulary Power
4.26 Identify and use correctly new words acquired through study of their different relationships to other words.	Chapter 28 Vocabulary Power
4.27 Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	Chapter 28 Vocabulary Power
4.3 Identify and sort common words into conceptual categories (opposites, living things).	Chapter 28 Vocabulary Power Chapter 29 Critical Thinking
4.4 Identify base words (look) and their inflectional forms (looks, looked, looking).	Chapter 28 Vocabulary Power Chapter 30 Spelling
4.5 Identify the relevant meaning for a word with multiple meanings using its context (saw/saw).	Chapter 28 Vocabulary Power
4.6 Identify common antonyms and synonyms.	Chapter 28 Vocabulary Power

Standard	Chapter(s)
4.7 Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, everyday).	Chapter 28 Vocabulary Power
4.8 Determine meanings of words by using a beginning dictionary.	Chapter 28 Vocabulary Power
4.9 Identify the meaning of common prefixes (un-, re-, dis-).	Chapter 28 Vocabulary Power Chapter 30 Spelling
5.1 Use language to express spatial and temporal relationships (up, down, before, after).	Chapter 28 Vocabulary Power
5.10 Expand or reduce sentences (adding or deleting modifiers, combining or decombining sentences).	Chapter 2 The Sentence Base Chapter 4 Clauses
5.11 Identify verb phrases and verb tenses.	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences
5.12 Recognize that a word performs different functions according to its position in the sentence.	Chapter 2 The Sentence Base Chapter 4 Clauses
5.13 Identify simple and compound sentences.	Chapter 2 The Sentence Base Chapter 4 Clauses
5.14 Identify correct mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (elimination of sentence fragments and run-ons).	Chapter 2 The Sentence Base Chapter 4 Clauses 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
5.15 Recognize the basic patterns of English sentences (noun-verb; noun-verb-noun; noun-verb-noun-noun; noun-linking verb-noun).	Chapter 2 The Sentence Base Chapter 4 Clauses
5.16 Distinguish phrases from clauses.	Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences

Standard	Chapter(s)
<p>5.17 Recognize the makeup and function of prepositional phrases.</p>	<p>Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences</p>
<p>5.18 Identify simple, compound, and complex sentences.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>
<p>5.19 Recognize appropriate use of pronoun reference.</p>	<p>Chapter 1 The Parts of Speech Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement</p>
<p>5.2 Recognize that the names of things can also be the names of actions (fish, dream, run).</p>	<p>Chapter 28 Vocabulary Power</p>
<p>5.20 Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers).</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>5.21 Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>5.22 Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>5.23 Identify simple, compound, complex, and compound-complex sentences.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>

Standard	Chapter(s)
<p>5.24 Identify nominalized, adjectival, and adverbial clauses.</p>	<p>Chapter 1 The Parts of Speech Chapter 3 Phrases Chapter 4 Clauses Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power</p>
<p>5.25 Recognize the functions of verbals: participles, gerunds, and infinitives.</p>	<p>Chapter 1 The Parts of Speech Chapter 3 Phrases Chapter 4 Clauses Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences</p>
<p>5.26 Analyze the structure of a sentence (traditional diagram, transformational model).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>
<p>5.27 Identify rhetorically functional sentence structure (parallelism, properly placed modifiers).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>
<p>5.28 Identify correct mechanics (semicolons, colons, hyphens), correct usage (tense consistency), and correct sentence structure (parallel structure).</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 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>5.29 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English, and show their relationship to historical events or developments (glasnost, coup d'etat).</p>	<p>Chapter 28 Vocabulary Power</p>

Standard	Chapter(s)
<p>5.3 Identify correct capitalization for names and places (Janet, I, George Washington, Springfield), and correct capitalization and commas in dates (February 24, 2001).</p>	<p>Chapter 9 Capitalization Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>5.30 Identify, describe, and apply all conventions of standard English.</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>5.31 Describe historical changes in conventions for usage and grammar.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>5.33 Analyze and explain how the English language has developed and been influenced by other languages.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>5.4 Identify appropriate end marks (periods, question marks).</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>5.6 Identify the four basic parts of speech (adjective, noun, verb, adverb).</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power</p>

Standard	Chapter(s)
<p>5.7 Identify correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>5.8 Identify words or word parts from other languages that have been adopted into the English language.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>5.9 Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</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 28 Vocabulary Power</p>
<p>6.1 Identify formal and informal language in stories, poems, and plays.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>6.10 Analyze the role and place of standard American English in speech, writing, and literature.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>6.11 Analyze how dialect can be a source of negative or positive stereotypes among social groups.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>6.3 Identify formal and informal language use in advertisements read, heard, and/or seen.</p>	<p>Chapter 29 Critical Thinking</p>
<p>6.7 Analyze the language styles of different characters in literary works.</p>	<p>Chapter 21 Writing About Literature</p>

Standard	Chapter(s)
<p>7.4 Demonstrate understanding of the various features of written English: know the order of the letters in the alphabet; understand that spoken words are represented in written English by sequences of letters; match oral words to printed words; recognize that there are correct spellings for words; use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled; recognize the distinguishing features of a sentence (capitalization, end punctuation) and a paragraph (indentation, spacing); identify the author and title of a book, and use a table of contents. The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.</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 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>7.5 Demonstrate orally that phonemes exist: generate the sounds from all the letters and letter patterns, including consonant blends, long- and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words; use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words. The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.</p>	<p>Chapter 30 Spelling</p>
<p>7.6 Recognize common irregularly spelled words by sight (have, said, where). The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>7.7 Use letter-sound knowledge to decode written English: decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words; read accurately many irregularly spelled words, special vowel spellings, and common word endings; apply knowledge of letter patterns to identify syllables; apply independently the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs; know and use more difficult word families (-ought) and known words to decode unknown words; read words with several syllables; read aloud with fluency and comprehension at grade level. The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.</p>	<p>Chapter 30 Spelling</p>
<p>7.8 Use letter-sound knowledge to decode written English. The majority of students will have met these standards by the end of Grade 4, although teachers may need to continue addressing earlier standards.</p>	<p>Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
8.10 For informational/expository texts: Restate main ideas.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.12 For imaginative/literary texts: Identify sensory details and figurative language.	Chapter 21 Writing About Literature
8.13 For imaginative/literary texts: Identify the speaker of a poem or story.	Chapter 21 Writing About Literature
8.14 For imaginative/literary texts: Make judgments about setting, characters, and events and support them with evidence from the text.	Chapter 21 Writing About Literature
8.15 For informational/expository texts: Locate facts that answer the reader's questions.	Chapter 31 Study Skills and Test-taking
8.17 For informational/expository texts: Distinguish fact from opinion or fiction.	Chapter 29 Critical Thinking
8.18 For informational/expository texts: Summarize main ideas and supporting details.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.19 For imaginative/literary texts: Identify and analyze sensory details and figurative language.	Chapter 21 Writing About Literature
8.2 For imaginative/literary texts: Retell a main event from a story heard or read.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.20 For imaginative/literary texts: Identify and analyze the author's use of dialogue and description.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
8.22 For informational/expository texts: Identify and analyze main ideas, supporting ideas, and supporting details.	Chapter 31 Study Skills and Test-taking
8.23 For imaginative/literary texts: Use knowledge of genre characteristics to analyze a text.	Chapter 21 Writing About Literature
8.25 For imaginative/literary texts: Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.	Chapter 21 Writing About Literature
8.28 For informational/expository texts: Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
8.3 For imaginative/literary texts: Ask questions about the important characters, settings, and events.	Chapter 21 Writing About Literature
8.30 For imaginative/literary texts: Identify and interpret themes and give supporting evidence from a text.	Chapter 21 Writing About Literature

Standard	Chapter(s)
8.31 For informational/expository texts: Analyze the logic and use of evidence in an author's argument.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.32 For imaginative/literary texts: Identify and analyze the point(s) of view in a literary work.	Chapter 21 Writing About Literature
8.34 For informational/expository texts: Analyze and evaluate the logic and use of evidence in an author's argument.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.5 For informational/expository texts: Retell important facts from a text heard or read.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
8.7 For imaginative/literary texts: Retell a story's beginning, middle, and end.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
9.1 Identify similarities in plot, setting, and character among the works of an author or illustrator.	Chapter 21 Writing About Literature
9.2 Identify different interpretations of plot, setting, and character in the same work by different illustrators (alphabet books, nursery rhymes, counting books).	Chapter 21 Writing About Literature
9.3 Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
9.4 Relate a literary work to information about its setting.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
9.5 Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
9.7 Relate a literary work to the seminal ideas of its time.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking