

New Hampshire Curriculum Frameworks (Grade 12)

This chart correlates the New Hampshire Curriculum Frameworks to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
OC-12-1.2 Summarizing, paraphrasing, questioning, or contributing to information presented to advance understanding (Local)	Chapter 29 Critical Thinking
OC-12-1.5 Reaching consensus to solve a problem, make a decision, or achieve a goal (Local)	Chapter 29 Critical Thinking
OC-12-2.1 Exhibiting logical organization and language use, appropriate to audience, context, and purpose (Local)	Chapter 27 Speeches and Presentations
OC-12-2.2 Maintaining a consistent focus (Local)	Chapter 27 Speeches and Presentations
OC-12-2.3 Including smooth transitions, supporting thesis with well-chosen details, and providing a coherent conclusion (Local)	Chapter 27 Speeches and Presentations
OC-12-2.6 Using tools of technology to enhance message (Local)	Chapter 26 Communication in the Digital Age
R-12--5.1 Explaining and supporting logical predictions or logical outcomes (e.g., drawing conclusions based on interactions between characters or evolving plot) (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-1.1 Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns (Local)	Chapter 30 Spelling
R-12-11.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (Local)	Chapter 31 Study Skills and Test-taking
R-12-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (Local)	Chapter 31 Study Skills and Test-taking
R-12-12.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, using flexible note taking/mapping systems, skimming, scanning) (Local)	Chapter 31 Study Skills and Test-taking
R-12-15.2 Evaluating and selecting the information presented, in terms of completeness, relevance, and validity (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-15.3 Organizing, analyzing, and interpreting the information (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-15.4 Drawing conclusions/judgments and supporting them with evidence (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local)	Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
R-12-16.2 Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective) (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-2.1a Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge) (Local)	Chapter 28 Vocabulary Power Chapter 30 Spelling
R-12-2.1b Using strategies to unlock meaning including base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words; or prior knowledge (Local)	Chapter 28 Vocabulary Power
R-12-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, or word origins, including words from dialects or other languages that have been adopted into standard English (Local)	Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
R-12-3.2 Selecting appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary (Local)	Chapter 28 Vocabulary Power
R-12-4.1 Identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action (Local)	Chapter 21 Writing About Literature
R-12-4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics, novels, dramatic presentations, comedies, tragedies, satires, parodies, memoirs, epistles) (Local)	Chapter 21 Writing About Literature
R-12-4.5 Identify literary devices as appropriate to genre (e.g., similes, metaphors, alliteration, rhyme scheme, onomatopoeia, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, allusion, diction, syntax, bias, or point of view) (Local)	Chapter 21 Writing About Literature

Standard	Chapter(s)
R-12-5.2 Examining characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions (including relationships), citing thoughts, words, or actions that reveal character traits, motivations, or changes over time (Local)	Chapter 21 Writing About Literature
R-12-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text(s) (e.g., describing the interaction among plot/subplots, theme/setting, symbolism/characterization) (Local)	Chapter 21 Writing About Literature
R-12-5.4 Explaining how the narrator's point of view, or author's style, or tone is evident and affects the reader's interpretation or is supported throughout the text(s) (Local)	Chapter 21 Writing About Literature
R-12-5.5 Explaining how the author's purpose (e.g., to entertain, inform or persuade), message or theme (which may include universal themes) is supported within the text(s) (Local)	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
R-12-6.1a Demonstrating knowledge of author's style or use of literary elements and devices (e.g., simile, metaphor, point of view, imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, diction, syntax, genre, or bias, or use of punctuation) to analyze literary works (Local)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
R-12-6.1b Examining author's style or use of literary devices to convey theme (Local)	Chapter 21 Writing About Literature
R-12-7.2 Using information from the text to answer questions, perform specific tasks, or solve problems; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or to interpret maps, charts, timelines, tables, or diagrams (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-7.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting (including flowcharts), mapping, paraphrasing, summarizing, comparing/contrasting, outlining, or connecting information with related ideas) (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
R-12-7.5 Identifying the characteristics of a variety of types of text (e.g., reference -public documents [drivers' manuals] and discourse, essays [including literary criticisms], articles, technical manuals, editorials/commentaries, primary source documents, periodicals, job-related materials, speeches, on-line reading, documentaries; and practical/functional) (Local)	Chapter 21 Writing About Literature
R-12-8.1 Explaining connections among ideas across multiple texts (Local)	Chapter 31 Study Skills and Test-taking
R-12-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-8.5 Making inferences about causes and effects (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
R-12-8.6 Evaluating the clarity and accuracy of information (e.g. consistency, effectiveness of organizational pattern, or logic of arguments) (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
W-12-1.1 Using varied sentence length and structure to enhance meaning (e.g., including phrases, clauses, and parallel structure) (Local)	Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences
W-12-1.3 Recognizing organizational structures within paragraphs or within texts (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing
W-12-1.4 Applying a format and text structure appropriate to purpose, audience, and context (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-11.1 Writing with frequency, including in-school, out-of-school, and during the summer (Local)	Chapter 13 Introduction to the Writing Process
W-12-11.2 Sharing thoughts, observations, or impressions (Local)	Chapter 22 Creative Writing

Standard	Chapter(s)
W-12-11.3 Generating topics for writing (Local)	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
W-12-12.1 Writing poems in a variety of voices for a variety of audiences (purpose) (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 22 Creative Writing
W-12-12.2 Writing poems that express speaker's moods, thoughts, or feelings (Local)	Chapter 22 Creative Writing
W-12-12.3 Choosing conventional or alternative text structures to achieve impact (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-13.1 Selecting vocabulary according to purpose and for effect on audience (Local)	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 22 Creative Writing
W-12-13.2 Using rhyme, rhythm, meter, literary elements (e.g., setting, plot, characters) or figurative language (Local)	Chapter 15 Writing Strong Sentences
W-12-13.3 Selecting and manipulating words, phrases, or clauses, for connotation/shades of meaning and impact (Local)	Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 22 Creative Writing
W-12-13.4 Using a variety of poetic forms (Local)	Chapter 22 Creative Writing

Standard	Chapter(s)
W-12-14.1 Engaging the reader by establishing context (purpose) (Local)	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
W-12-14.2 Analyzing a condition or situation of significance or developing a commonplace, concrete occasion as the basis for the reflection (Local)	Chapter 22 Creative Writing
W-12-14.3 Using an organizational structure that allows for a progression of ideas to develop (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-14.4 Using a range of elaboration techniques (i.e., questioning, comparing, connecting, interpreting, analyzing, or describing) to establish a focus (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 16 Writing Powerful Paragraphs 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
W-12-14.5 Providing closure - leaving the reader with something to think about (Local)	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
W-12-14.6 Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights (Local)	Chapter 22 Creative Writing
W-12-2.3 Connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas, themes, motifs, or archetypes (Local)	Chapter 21 Writing About Literature

Standard	Chapter(s)
W-12-3.1 Establishing an interpretive claim/assertion in the form of a thesis (purpose) (Local)	Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
W-12-3.2 Making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft (Local)	Chapter 21 Writing About Literature
W-12-3.3 Using specific details and references to text or relevant citations to support thesis, interpretations, or conclusions (Local)	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
W-12-3.4 Organizing ideas, using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas) (Local)	Chapter 18 Personal Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
W-12-4.1 Creating a clear and coherent, logically consistent structure (Local)	Chapter 13 Introduction to the Writing Process
W-12-4.3 Using a variety of effective transitional devices (e.g., ellipses; time transitions: such as flashback or foreshadowing; white space; or words/phrases) to enhance meaning (Local)	Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing
W-12-4.4 Using a variety of effective literary devices (i.e., flashback or foreshadowing, figurative language imagery) to enhance meaning (Local)	Chapter 15 Writing Strong Sentences
W-12-5.2 Using dialogue to advance plot/story line (Local)	Chapter 22 Creative Writing
W-12-5.3 Developing characters through description, dialogue, actions (including gestures, expressions), and relationships with other characters, when appropriate (Local)	Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 22 Creative Writing
W-12-5.4 Using voice appropriate to purpose (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-5.5 Maintaining focus (Local)	Chapter 14 The Six Traits of Good Writing
W-12-5.6 Selecting and elaborating important ideas; and excluding extraneous details (Local)	Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-5.7 Controlling the pace of the story (Local)	Chapter 18 Personal Writing

Standard	Chapter(s)
W-12-6.1 Using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, context) (Local)	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
W-12-6.2 Selecting appropriate and relevant information (excluding extraneous details) to set context (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power
W-12-6.3 Using transitional words or phrases appropriate to text structure to enhance ideas (Local)	Chapter 18 Personal Writing
W-12-6.4a Drawing a conclusion by synthesizing information (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
W-12-6.4b Synthesizing information from multiple sources to draw conclusions beyond those found in any single source (Local)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
W-12-7.1 Establishing a topic (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power
W-12-7.2 Stating and maintaining a focus/controlling idea/thesis (Local)	Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
W-12-7.3 Selecting and using formal, informal, literary, or technical language appropriate to audience and context (Local)	Chapter 14 The Six Traits of Good Writing Chapter 28 Vocabulary Power
W-12-7.4 Establishing an authoritative voice (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
W-12-7.5 Using precise and descriptive language that clarifies and supports intent and enhances meaning (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 18 Personal Writing

Standard	Chapter(s)
W-12-8.1 Including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information (Local)	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
W-12-8.2 Including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose (Local)	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing
W-12-8.3 Addressing readers' concerns (anticipating and addressing potential problems, mistakes, or misunderstandings that might arise for the audience) (Local)	Chapter 13 Introduction to the Writing Process
W-12-9.1 Applying rules of standard English usage to correct grammatical errors (Local)	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
W-12-9.2 Applying capitalization rules (Local)	Chapter 9 Capitalization 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
W-12-9.4 Applying appropriate punctuation to various sentence patterns to enhance meaning (Local)	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
W-12-9.5 Applying conventional and word-derivative spelling patterns/rules (Local)	Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking