

## New Jersey Cumulative Progress Indicators (Grade 12)

This chart correlates the New Jersey Cumulative Progress Indicators to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<b>3.1.D.1</b> Fluency: Read developmentally appropriate materials at an independent level with accuracy and speed.	<b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.D.3</b> Fluency: Read a variety of genres and types of text with fluency and comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.E.1</b> Reading Strategies: Identify, assess, and apply personal reading strategies that were most effective in previous learning from a variety of texts.	<b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.E.3</b> Reading Strategies: Judge the most effective graphic organizers to use with various text types for memory retention and monitoring comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.F.1</b> Vocabulary and Concept Development: Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.	<b>Chapter 28</b> Vocabulary Power
<b>3.1.F.2</b> Vocabulary and Concept Development: Use knowledge of root words to understand new words.	<b>Chapter 28</b> Vocabulary Power
<b>3.1.F.3</b> Vocabulary and Concept Development: Apply reading vocabulary in different content areas.	<b>Chapter 28</b> Vocabulary Power
<b>3.1.G.1</b> Comprehension Skills and Response to Text: Identify, describe, evaluate, and synthesize the central ideas in informational texts.	<b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.G.10</b> Comprehension Skills and Response to Text: Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.	<b>Chapter 29</b> Critical Thinking
<b>3.1.G.11</b> Comprehension Skills and Response to Text: Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>3.1.G.12</b> Comprehension Skills and Response to Text: Demonstrate familiarity with everyday texts such as job and college applications, W-2 forms, and contracts.	<b>Chapter 24</b> Communication for College <b>Chapter 25</b> Communication for the World of Work
<b>3.1.G.4</b> Comprehension Skills and Response to Text: Compare and evaluate the relationship between past literary traditions and contemporary writing.	<b>Chapter 21</b> Writing About Literature

Standard	Chapter(s)
<b>3.1.G.6</b> Comprehension Skills and Response to Text: Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>3.1.G.8</b> Comprehension Skills and Response to Text: Analyze and evaluate the appropriateness of diction and figurative language (e.g., irony, paradox).	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>3.1.G.9</b> Comprehension Skills and Response to Text: Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present.	<b>Chapter 29</b> Critical Thinking
<b>3.1.H.1</b> Inquiry and Research: Select appropriate electronic media for research and evaluate the quality of the information received.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.H.2</b> Inquiry and Research: Develop materials for a portfolio that reflect a specific career choice.	<b>Chapter 24</b> Communication for College <b>Chapter 25</b> Communication for the World of Work
<b>3.1.H.4</b> Inquiry and Research: Read and critically analyze a variety of works, including books and other print materials (e.g., periodicals, journals, manuals), about one issue or topic, or books by a single author or in one genre, and produce evidence of reading.	<b>Chapter 23</b> Writing the Research Paper
<b>3.1.H.5</b> Inquiry and Research: Apply information gained from several sources or books on a single topic or by a single author to foster an argument, draw conclusions, or advance a position.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
<b>3.2.A.1</b> Writing as a Process: Engage in the full writing process by writing daily and for sustained amounts of time.	<b>Chapter 13</b> Introduction to the Writing Process
<b>3.2.A.2</b> Writing as a Process: Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.	<b>Chapter 13</b> Introduction to the Writing Process
<b>3.2.A.3</b> Writing as a Process: Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 19</b> Expository Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>3.2.A.4</b> Writing as a Process: Review and edit work for spelling, usage, clarity, and fluency.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.A.5</b> Writing as a Process: Use the computer and word-processing software to compose, revise, edit, and publish a piece.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.A.6</b> Writing as a Process: Use a scoring rubric to evaluate and improve own writing and the writing of others.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing</p>
<p><b>3.2.A.7</b> Writing as a Process: Reflect on own writing and establish goals for growth and improvement.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>3.2.B.10</b> Writing as a Product: Employ relevant graphics to support a central idea (e.g., charts, graphic organizers, pictures, computer-generated presentation).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>3.2.B.11</b> Writing as a Product: Use the responses of others to review content, organization, and usage for publication.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.B.3</b> Writing as a Product: Draft a thesis statement and support/defend it through highly developed ideas and content, organization, and paragraph development.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>3.2.B.4</b> Writing as a Product: Write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea (e.g., cause-effect, problem/solution, hypothesis/results, rhetorical questions, parallelism).</p>	<p><b>Chapter 23</b> Writing the Research Paper</p>
<p><b>3.2.B.5</b> Writing as a Product: Write a range of essays and expository pieces across the curriculum, such as persuasive, analytic, critique, or position paper.</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.2.B.6</b> Writing as a Product: Write a literary research paper that synthesizes and cites data using researched information and technology to support writing.</p>	<p><b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.B.8</b> Writing as a Product: Foresee readers' needs and develop interest through strategies such as using precise language, specific details, definitions, descriptions, examples, anecdotes, analogies, and humor as well as anticipating and countering concerns and arguments and advancing a position.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.2.B.9</b> Writing as a Product: Provide compelling openings and strong closure to written pieces.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.C.1</b> Mechanics, Spelling, and Handwriting: Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>3.2.C.2</b> Mechanics, Spelling, and Handwriting: Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 8</b> Using Adjectives and Adverbs  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.C.3</b> Mechanics, Spelling, and Handwriting: Use subordination, coordination, apposition, and other devices effectively to indicate relationships between ideas.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 3</b> Phrases  <b>Chapter 4</b> Clauses  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>3.2.C.4</b> Mechanics, Spelling, and Handwriting: Use transition words to reinforce a logical progression of ideas.</p>	<p><b>Chapter 18</b> Personal Writing</p>
<p><b>3.2.C.5</b> Mechanics, Spelling, and Handwriting: Exclude extraneous details, repetitious ideas, and inconsistencies to improve writing.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.C.6</b> Mechanics, Spelling, and Handwriting: Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>3.2.C.7</b> Mechanics, Spelling, and Handwriting: Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.D.1</b> Writing Forms, Audiences, and Purposes: Employ the most effective writing formats and strategies for the purpose and audience.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.D.2</b> Writing Forms, Audiences, and Purposes: Demonstrate command of a variety of writing genres, such as: Persuasive essay, Personal narrative, Research report, Literary research paper, Descriptive essay, Critique, Response to literature, Parody of a particular narrative style (fable, myth, short story), Poetry.</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.2.D.3</b> Writing Forms, Audiences, and Purposes: Evaluate the impact of an author's decisions regarding tone, word choice, style, content, point of view, literary elements, and literary merit, and produce an interpretation of overall effectiveness.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.2.D.5</b> Writing Forms, Audiences, and Purposes: When writing, employ structures to support the reader, such as transition words, chronology, hierarchy or sequence, and forms, such as headings and subtitles.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing</p>

Standard	Chapter(s)
<p><b>3.2.D.6</b> Writing Forms, Audiences, and Purposes: Compile and synthesize information for everyday and workplace purposes, such as job applications, resumes, business letters, and college applications.</p>	<p><b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work</p>
<p><b>3.2.D.7</b> Writing Forms, Audiences, and Purposes: Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>
<p><b>3.3.A.4</b> Discussion: Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.3.B.2</b> Questioning (Inquiry) and Contributing: Extend peer contributions by elaboration and illustration.</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>3.3.B.5</b> Questioning (Inquiry) and Contributing: Question critically the position or viewpoint of an author.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.3.D.1</b> Oral Presentation: Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>3.3.D.2</b> Oral Presentation: Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>3.3.D.5</b> Oral Presentation: Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).</p>	<p><b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.A.1</b> Active Listening: Explore and reflect on ideas while hearing and focusing attentively.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.A.2</b> Active Listening: Listen skillfully to distinguish emotive and persuasive rhetoric.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.A.3</b> Active Listening: Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.B.1</b> Listening Comprehension: Listen to summarize, make judgments, and evaluate.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.B.3</b> Listening Comprehension: Determine when propaganda and argument are used in oral forms.</p>	<p><b>Chapter 29</b> Critical Thinking</p>

<b>Standard</b>	<b>Chapter(s)</b>
<b>3.5.B.1</b> Visual and Verbal Messages: Analyze media for stereotyping (e.g., gender, ethnicity).	<b>Chapter 29</b> Critical Thinking
<b>3.5.C.1</b> Living with Media: Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).	<b>Chapter 26</b> Communication in the Digital Age