

Ohio Academic Content Standards (Grade 12)

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

Standard	Chapter(s)
10.1 Grade Level Indicator: Listening and Viewing: Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	Chapter 29 Critical Thinking
10.10 Grade Level Indicator: Speaking Applications: Deliver persuasive presentations that: establish and develop a logical and controlled argument; include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener biases; use persuasive strategies such as rhetorical devices; anecdotes and appeals to emotion, authority, reason, pathos and logic; consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
10.2 Grade Level Indicator: Listening and Viewing: Analyze types of arguments used by the speaker, such as causation, analogy and logic.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
10.3 Grade Level Indicator: Listening and Viewing: Critique the clarity, effectiveness and overall coherence of a speaker's key points.	Chapter 29 Critical Thinking
10.4 Grade Level Indicator: Listening and Viewing: Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	Chapter 29 Critical Thinking
10.6 Grade Level Indicator: Speaking Skills and Strategies: Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Chapter 27 Speeches and Presentations

Standard	Chapter(s)
<p>10.8 Grade Level Indicator: Speaking Applications: Deliver informational presentations (e.g., expository, research) that: present a clear and distinctive perspective on the subject; present events or ideas in a logical sequence; support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and draw from and cite multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 27 Speeches and Presentations</p>
<p>10.9 Grade Level Indicator: Speaking Applications: Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>10.A Use a variety of strategies to enhance listening comprehension.</p>	<p>Chapter 29 Critical Thinking</p>
<p>10.C Select and use effective speaking strategies for a variety of audiences, situations and purposes.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>10.D Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience's concerns.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>10.E Give informational presentations that contain a clear perspective, present ideas from multiple sources in logical sequence and include a consistent organizational structure.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>10.F Give presentations using a variety of delivery methods, visual displays and technology.</p>	<p>Chapter 26 Communication in the Digital Age</p>
<p>2.1 Grade Level Indicator: Contextual Understanding: Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>2.2 Grade Level Indicator: Conceptual Understanding: Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.</p>	<p>Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>2.3 Grade Level Indicator: Conceptual Understanding: Examine and explain the influence of the English language on world literature, communications and popular cultures.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>2.4 Grade Level Indicator: Structural Understanding: Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>Chapter 28 Vocabulary Power Chapter 30 Spelling</p>
<p>2.5 Grade Level Indicator: Tools and Resources: Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>2.A Verify meanings of words by the author's use of definition, restatement, example, comparison, contrast and cause and effect.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>2.B Distinguish the relationship of word meanings between pairs of words encountered in analogical statements.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>2.C Explain the influence of the English language on world literature, and popular culture.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>2.D Apply knowledge of roots, affixes and phrases to aid understanding of content area vocabulary.</p>	<p>Chapter 28 Vocabulary Power Chapter 30 Spelling</p>
<p>2.E Use multiple resources to enhance comprehension of vocabulary.</p>	<p>Chapter 28 Vocabulary Power</p>
<p>3.1 Grade Level Indicator: Comprehension Strategies: Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>3.2 Grade Level Indicator: Comprehension Strategies: Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>3.3 Grade Level Indicator: Self-Monitoring Strategies: Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>3.A Apply reading comprehension strategies to understand grade-appropriate texts.</p>	<p>Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
3.B Demonstrate comprehension of print and electronic text by responding to questions (e.g., literal, inferential, evaluative and synthesizing).	Chapter 31 Study Skills and Test-taking
3.C Use appropriate self-monitoring strategies for comprehension.	Chapter 31 Study Skills and Test-taking
4.1 Grade Level Indicator: Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.2 Grade Level Indicator: Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.3 Grade Level Indicator: Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.4 Grade Level Indicator: Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.5 Grade Level Indicator: Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.6 Grade Level Indicator: Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.7 Grade Level Indicator: Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.8 Grade Level Indicator: Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.A Analyze the features and structures of documents and critique them for their effectiveness.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
4.B Identify and analyze examples of rhetorical devices and valid and invalid inferences.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.C Critique the effectiveness and validity of arguments in text and whether they achieve the author's purpose.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
4.D Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	Chapter 21 Writing About Literature
4.E Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
5.1 Grade Level Indicator: Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	Chapter 21 Writing About Literature
5.2 Grade Level Indicator: Analyze the historical, social and cultural context of setting.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.3 Grade Level Indicator: Explain how voice and narrator affect the characterization, plot and credibility.	Chapter 21 Writing About Literature
5.4 Grade Level Indicator: Evaluate an author's use of point of view in a literary text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.5 Grade Level Indicator: Analyze variations of universal themes in literary texts.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.6 Grade Level Indicator: Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of theme or topic.	Chapter 21 Writing About Literature
5.7 Grade Level Indicator: Compare and contrast varying characteristics of American, British, world and multi-cultural literature.	Chapter 21 Writing About Literature
5.8 Grade Level Indicator: Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>5.A Analyze and evaluate the five elements (e.g., plot, character, setting, point of view and theme) in literary text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>5.B Explain ways characters confront similar situations and conflict.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>5.C Recognize and analyze characteristics of subgenres and literary periods.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>5.D Analyze how an author uses figurative language and literary techniques to shape plot and set meaning.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>5.E Critique an author's style.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>6.1 Grade Level Indicator: Prewriting: Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</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>6.10 Grade Level Indicator: Drafting, Revising and Editing: Use available technology to compose 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>
<p>6.11 Grade Level Indicator: Drafting, Revising and Editing: Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.</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>

Standard	Chapter(s)
<p>6.12 Grade Level Indicator: Drafting, Revising and Editing: Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.</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 28 Vocabulary Power Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>6.13 Grade Level Indicator: Drafting, Revising and Editing: Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical 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 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 Chapter 31 Study Skills and Test-taking</p>
<p>6.14 Grade Level Indicator: Drafting, Revising and Editing: Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 22 Creative Writing Chapter 28 Vocabulary Power</p>
<p>6.15 Grade Level Indicator: Drafting, Revising and Editing: Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses 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>

Standard	Chapter(s)
<p>6.16 Grade Level Indicator: Drafting, Revising and Editing: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing</p>
<p>6.17 Grade Level Indicator: Publishing: Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>Chapter 13 Introduction to the Writing Process 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</p>
<p>6.2 Grade Level Indicator: Prewriting: Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</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>6.3 Grade Level Indicator: Prewriting: Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>6.4 Grade Level Indicator: Prewriting: Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.</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>

Standard	Chapter(s)
<p>6.5 Grade Level Indicator: Prewriting: Use organizational strategies (e.g., notes and outlines) to plan writing.</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>6.6 Grade Level Indicator: Drafting, Revising and Editing: Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>6.7 Grade Level Indicator: Drafting, Revising and Editing: Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>
<p>6.8 Grade Level Indicator: Drafting, Revising and Editing: Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.</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 28 Vocabulary Power</p>
<p>6.9 Grade Level Indicator: Drafting, Revising and Editing: Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 22 Creative Writing</p>

Standard	Chapter(s)
<p>6.A Formulate writing ideas, and identify a topic appropriate to the purpose and audience.</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 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>6.B Select and use an appropriate organizational structure to refine and develop ideas for writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>6.C Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing.</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>6.D Apply editing strategies to eliminate slang and improve conventions.</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>6.E Apply tools to judge the quality of writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing</p>

Standard	Chapter(s)
<p>6.F Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.</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>7.1 Grade Level Indicator: Write reflective compositions that: use personal experiences as a basis for reflection on some aspect of life; draw abstract comparisons between specific incidents and abstract concepts; maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and move from specific examples to generalizations about life.</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>7.2 Grade Level Indicator: Write responses to literature that: advance a judgment that is interpretative, analytical, evaluative or reflective; support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; identify and assess the impact of possible ambiguities, nuances and complexities within text; anticipate and answer a reader's questions, counterclaims or divergent interpretations; and provide a sense of closure to the writing.</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>7.4 Grade Level Indicator: Write informational essays or reports, including research, that: develop a controlling idea that conveys a perspective on the subject; create an organizing structure appropriate to purpose, audience and context; include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources; make distinctions about the relative value and significance of specific data, facts and ideas; anticipate and address a reader's potential biases, misunderstandings and expectations; and provide a sense of closure to the writing.</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 28 Vocabulary Power</p>

Standard	Chapter(s)
<p>7.5 Grade Level Indicator: Write persuasive compositions that: articulate a clear position; support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 20 Persuasive Writing Chapter 28 Vocabulary Power Chapter 29 Critical Thinking</p>
<p>7.6 Grade Level Indicator: Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>Chapter 22 Creative Writing</p>
<p>7.B Write responses to literature that provide an interpretation, recognize ambiguities, nuances and complexities and that understand the author's use of stylistic devices and effects created.</p>	<p>Chapter 22 Creative Writing</p>
<p>7.D Produce informational essays or reports that establish a clear and distinctive perspective on the subject, include relevant perspectives, take into account the validity and reliability of sources and provide a clear sense of closure.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>7.E Use a range of strategies to elaborate and persuade when appropriate, including appeal to logic, use of personal anecdotes, examples, beliefs, expert opinions or cause-effect reasoning.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>8.1 Grade Level Indicator: Spelling: Use correct spelling conventions.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>8.2 Grade Level Indicator: Punctuation and Capitalization: Use correct capitalization and punctuation</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>

Standard	Chapter(s)
<p>8.3 Grade Level Indicator: Grammar and Usage: Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).</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>8.A Use correct spelling conventions.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>8.B Use correct punctuation and capitalization.</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>8.C Demonstrate understanding of the grammatical conventions of the English language.</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>9.2 Grade Level Indicator: Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p>	<p>Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>9.4 Grade Level Indicator: Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.</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 28 Vocabulary Power</p>
<p>9.6 Grade Level Indicator: Use style guides to produce oral and written reports that give proper credit for sources and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>9.7 Grade Level Indicator: Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.</p>	<p>Chapter 23 Writing the Research Paper Chapter 27 Speeches and Presentations</p>
<p>9.B Compile, organize and evaluate information, take notes and summarize findings.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>9.D Use style guides to produce oral and written reports that give proper credit for sources (e.g., words, ideas, images and information) and include an acceptable format for source acknowledgement.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>9.E Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.</p>	<p>Chapter 23 Writing the Research Paper Chapter 27 Speeches and Presentations</p>