

Ohio Academic Content Standards (Grade 9)

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) in a variety of settings.	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 bias; use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason; 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: Identify types of arguments used by the speaker, such as authority and appeals to emotion.	Chapter 29 Critical Thinking
10.4 Grade Level Indicator: Listening and Viewing: Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and explain how they contribute to meaning.	Chapter 29 Critical Thinking
10.6 Grade Level Indicator: Speaking Skills and Strategies: Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	Chapter 27 Speeches and Presentations
10.8 Grade Level Indicator: Speaking Applications: Deliver informational presentations (e.g., expository, research) that: demonstrate an understanding of the topic and 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 multiple sources, including both primary and secondary sources, and identify sources used.	Chapter 26 Communication in the Digital Age Chapter 27 Speeches and Presentations

Standard	Chapter(s)
10.9 Grade Level Indicator: Speaking Applications: Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	Chapter 27 Speeches and Presentations
10.A Use a variety of strategies to enhance listening comprehension.	Chapter 29 Critical Thinking
10.B Analyze the techniques used by speakers and media to influence an audience, and evaluate the effect this has on the credibility of a speaker or media message.	Chapter 29 Critical Thinking
10.C Evaluate the content and purpose of a presentation by analyzing the language and delivery choices made by a speaker.	Chapter 29 Critical Thinking
10.D Demonstrate an understanding of effective speaking strategies by selecting appropriate language and adjusting presentation techniques.	Chapter 27 Speeches and Presentations
10.E Give informational presentations that present ideas in a logical sequence, include relevant facts and details from multiple sources and use a consistent organizational structure.	Chapter 27 Speeches and Presentations
10.G Give presentations using a variety of delivery methods, visual displays and technology.	Chapter 26 Communication in the Digital Age
2.1 Grade Level Indicator: Contextual Understanding: Define unknown words through context clues and the author's use of comparison, contrast and cause and effect.	Chapter 28 Vocabulary Power
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 infer word meanings from these relationships.	Chapter 21 Writing About Literature Chapter 28 Vocabulary Power Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.3 Grade Level Indicator: Conceptual Understanding: Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns.	Chapter 28 Vocabulary Power
2.4 Grade Level Indicator: Conceptual Understanding: Examine and discuss ways historical events have influenced the English language.	Chapter 28 Vocabulary Power
2.5 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).	Chapter 28 Vocabulary Power Chapter 30 Spelling

Standard	Chapter(s)
2.6 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.	Chapter 31 Study Skills and Test-taking
2.A Use context clues and text structures to determine the meaning of new vocabulary.	Chapter 28 Vocabulary Power
2.B Examine the relationships of analogical statements to infer word meanings.	Chapter 21 Writing About Literature Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
2.C Recognize the importance and function of figurative language.	Chapter 28 Vocabulary Power
2.D Explain how different events have influenced and changed the English language.	Chapter 28 Vocabulary Power
2.E Apply knowledge of roots and affixes to determine the meanings of complex words and subject area vocabulary.	Chapter 28 Vocabulary Power Chapter 30 Spelling
2.F Use multiple resources to enhance comprehension of vocabulary.	Chapter 28 Vocabulary Power
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.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
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.	Chapter 31 Study Skills and Test-taking
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.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.A Apply reading comprehension strategies to understand grade-appropriate text.	Chapter 31 Study Skills and Test-taking
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

Standard	Chapter(s)
<p>4.1 Grade Level Indicator: Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience.</p>	<p>Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>4.2 Grade Level Indicator: Critique the treatment, scope and organization of ideas from multiple sources on the same topic.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>4.4 Grade Level Indicator: Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>4.5 Grade Level Indicator: Analyze an author's implicit and explicit argument, perspective or viewpoint in text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>4.6 Grade Level Indicator: Analyze the author's development of key points to support argument or point of view.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>4.A Evaluate how features and characteristics make information accessible and usable and how structures help authors achieve their purposes.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>4.B Identify examples of rhetorical devices and valid and invalid inferences, and explain how authors use these devices to achieve their purposes and reach their intended audiences.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>4.C Analyze whether graphics supplement textual information and promote the author's purpose.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>4.D Explain and analyze how an author appeals to an audience and develops an argument or viewpoint in text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>5.1 Grade Level Indicator: Identify and explain an author's use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies.</p>	<p>Chapter 21 Writing About Literature</p>
<p>5.10 Grade Level Indicator: Explain how authors use symbols to create broader meanings.</p>	<p>Chapter 21 Writing About Literature</p>
<p>5.11 Grade Level Indicator: Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.</p>	<p>Chapter 21 Writing About Literature</p>

Standard	Chapter(s)
5.2 Grade Level Indicator: Analyze the influence of setting in relation to other literary elements.	Chapter 21 Writing About Literature
5.3 Grade Level Indicator: Identify ways in which authors use conflicts, parallel plots and subplots in literary texts.	Chapter 21 Writing About Literature
5.4 Grade Level Indicator: Evaluate the point of view used in a literary text.	Chapter 21 Writing About Literature
5.5 Grade Level Indicator: Interpret universal themes across different works by the same author and different authors.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
5.6 Grade Level Indicator: Analyze how an author's choice of genre affects the expression of a theme or topic.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.7 Grade Level Indicator: Explain how foreshadowing and flashback are used to shape plot in a literary text.	Chapter 21 Writing About Literature
5.8 Grade Level Indicator: Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.	Chapter 21 Writing About Literature
5.9 Grade Level Indicator: Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.A Analyze interactions between characters in literary text and how the interactions affect the plot.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.B Explain and analyze how the context of setting and the author's choice of point of view impact a literary text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.C Identify the structural elements of the plot and explain how an author develops conflicts and plot to pace the events in literary text.	Chapter 21 Writing About Literature
5.D Identify similar recurring themes across different works.	Chapter 21 Writing About Literature
5.E Analyze the use of a genre to express a theme or topic.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.F Identify and analyze how an author uses figurative language, sound devices and literary techniques to shape plot, set meaning and develop tone.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
5.G Explain techniques used by authors to develop style.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<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>
<p>6.12 Grade Level Indicator: Drafting, Revising and Editing: Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.</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>

Standard	Chapter(s)
<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 maintain consistent style, tone and voice.</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>
<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>

Standard	Chapter(s)
<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 focus, content structure and point of view) 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>
<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>

Standard	Chapter(s)
<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>
<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 Determine the usefulness of organizers and apply appropriate pre-writing tasks.</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>6.C Use revision strategies to improve the style, variety of sentence structure, clarity of the controlling idea, logic, effectiveness of word choice and transitions between paragraphs, passages or ideas.</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.D Edit to improve sentence fluency, grammar and usage.</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 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>
<p>6.F Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.</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>7.1 Grade Level Indicator: Write narratives that: sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); use a range of strategies and literary devices including figurative language and specific narration; and include an organized, well developed structure.</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</p>

Standard	Chapter(s)
<p>7.3 Grade Level Indicator: Write business letters, letters to the editor and job applications that: address audience needs, stated purpose and context in a clear and efficient manner; follow the conventional style appropriate to the text using proper technical terms; include appropriate facts and details; exclude extraneous details and inconsistencies; 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 18 Personal Writing Chapter 24 Communication for College Chapter 25 Communication for the World of Work</p>
<p>7.4 Grade Level Indicator: Write informational essays or reports, including research that: pose relevant and tightly drawn questions that engage the reader; provide a clear and accurate perspective on the subject; create an organizing structure appropriate to the purpose, audience and context; support the main ideas with facts, details, examples and explanations from sources; and document sources and include bibliographies.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>7.5 Grade Level Indicator: Write persuasive compositions that: establish and develop a controlling idea; support arguments with detailed evidence; exclude irrelevant information; and cite sources of information.</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.A Compose narratives that establish a specific setting, plot and a consistent point of view, and develop characters by using sensory details and concrete language.</p>	<p>Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 21 Writing About Literature</p>
<p>7.C Produce letters (e.g., business, letters to the editor, job applications) that follow the conventional style appropriate to the text, include appropriate details and exclude extraneous details and inconsistencies.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>7.D Use documented textual evidence to justify interpretations of literature or to support a research topic.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>7.E Write a persuasive piece that states a clear position, includes relevant information and offers compelling evidence in the form of facts and details.</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>

Standard	Chapter(s)
<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>
<p>8.3 Grade Level Indicator: Grammar and Usage: Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).</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>8.4 Grade Level Indicator: Grammar and Usage: Use parallel structure to present items in a series and items juxtaposed for emphasis.</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>

Standard	Chapter(s)
<p>8.5 Grade Level Indicator: Grammar and Usage: Use proper placement of modifiers.</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>8.6 Grade Level Indicator: Grammar and Usage: Maintain the use of appropriate verb tenses.</p>	<p>Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement</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: Compile and organize important information and select appropriate sources 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 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 reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</p>	<p>Chapter 23 Writing the Research Paper Chapter 27 Speeches and Presentations</p>
<p>9.C Organize information from various resources and select appropriate sources 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.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>