

Oklahoma Priority Academic Student Skills (Grade 12)

This chart correlates the Oklahoma Priority Academic Student Skills to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
1.1.1 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering).	Chapter 28 Vocabulary Power Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.1.2 Research unfamiliar words based on characters, themes, or historical events.	Chapter 28 Vocabulary Power
1.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.1.4 Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	Chapter 21 Writing About Literature Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
1.2.10 Summary and Generalization: Determine the main idea and supporting details by producing summaries of text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.11 Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.12 Summary and Generalization: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.13 Summary and Generalization: Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.	Chapter 21 Writing About Literature
1.2.14 Analysis and Evaluation: Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.	Chapter 29 Critical Thinking
1.2.15 Analysis and Evaluation: Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	Chapter 31 Study Skills and Test-taking
1.2.16 Analysis and Evaluation: Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
1.2.18 Analysis and Evaluation: Evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.3 Literal Understanding: Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.4 Literal Understanding: Construct images such as graphic organizers based on text descriptions and text structures.	Chapter 13 Introduction to the Writing Process
1.2.5 Literal Understanding: Read silently with comprehension for a sustained period of time.	Chapter 31 Study Skills and Test-taking
1.2.6 Inferences and Interpretation: Interpret the possible inferences of the historical context on literary works.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.7 Inferences and Interpretation: Describe the development of plot and identify conflict and how they are addressed and resolved.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.8 Inferences and Interpretation: Identify influences on a reader's response to a text (e.g., personal experience and values; perspectives shapes by age, gender, class, or nationality).	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.9 Inferences and Interpretation: Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.3.10 Figurative Language and Sound Devices: Identify figurative language and sound devices and analyze how they affect the development of a literary work.	Chapter 21 Writing About Literature
1.3.11 Figurative Language and Sound Devices: Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
1.3.12 Figurative Language and Sound Devices: Identify and explain sound devices including alliteration and rhyme.	Chapter 21 Writing About Literature
1.3.13 Figurative Language and Sound Devices: Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	Chapter 21 Writing About Literature
1.3.14 Literary Works: Read and respond to historically and culturally significant works of literature.	Chapter 21 Writing About Literature
1.3.15 Literary Works: Analyze and evaluate works of literature and the historical context in which they were written.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
1.3.16 Literary Works: Analyze and evaluate literature from various cultures to broaden cultural awareness.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.3.17 Literary Works: Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	Chapter 21 Writing About Literature
1.3.18 Literary Works: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	Chapter 29 Critical Thinking
1.3.2 Literary Genres: Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	Chapter 21 Writing About Literature
1.3.3 Literary Genres: Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.	Chapter 21 Writing About Literature
1.3.4 Literary Elements: Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.	Chapter 21 Writing About Literature
1.3.5 Literary Elements: Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.3.7 Literary Elements: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	Chapter 21 Writing About Literature
1.3.8 Literary Elements: Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	Chapter 29 Critical Thinking
1.3.9 Literary Elements: Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).	Chapter 31 Study Skills and Test-taking
1.4.10 Interpreting Information: Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	Chapter 23 Writing the Research Paper Chapter 26 Communication in the Digital Age

Standard	Chapter(s)
1.4.11 Interpreting Information: Compile written ideas and information into reports, summaries, or other formats and draw conclusions.	Chapter 23 Writing the Research Paper
1.4.3 Accessing Information: Skim text for an overall impression and scan text for particular information.	Chapter 31 Study Skills and Test-taking
1.4.4 Accessing Information: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	Chapter 31 Study Skills and Test-taking
1.4.5 Interpreting Information: Analyze and evaluate information from a variety of sources.	Chapter 29 Critical Thinking
1.4.6 Interpreting Information: Summarize, paraphrase, and or quote relevant information.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.4.7 Interpreting Information: Determine the author's viewpoint to evaluate source credibility and reliability.	Chapter 31 Study Skills and Test-taking
1.4.8 Interpreting Information: Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.4.9 Interpreting Information: Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or internet sources.	Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking
2.1.1 Use a writing process to develop and refine composition skills: Students are expected to use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.	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
2.1.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>2.1.11 Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 22 Creative Writing</p>
<p>2.1.12 Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and of writing.</p>	<p>Chapter 2 The Sentence Base 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 22 Creative Writing</p>
<p>2.1.2 Use a writing process to develop and refine composition skills: Students are expected to develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger 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>2.1.3 Use a writing process to develop and refine composition skills: Students are expected to organize and reorganize drafts and refine style to suit occasion, audience, and purpose.</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>2.1.4 Use a writing process to develop and refine composition skills: Students are expected to proofread writing for appropriateness of organization, content and style.</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>2.1.5 Use a writing process to develop and refine composition skills: Students are expected to edit for specific purposes such as to insure standard usage, varied sentence structure, appropriate word choice, mechanics and spelling.</p>	<p>Chapter 2 The Sentence Base 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>2.1.6 Use a writing process to develop and refine composition skills: Students are expected to refine selected pieces frequently to publish for general and specific audiences.</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>2.1.7 Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative expository, persuasive, or descriptive writing assignments.</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>2.1.8 Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.</p>	<p>Chapter 22 Creative Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.1.9 Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>	<p>Chapter 22 Creative Writing</p>
<p>2.2.1 Write fictional, biographical or autobiographical narratives that narrate a sequence of events and communicate their significance to the audience.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>

Standard	Chapter(s)
<p>2.2.10 Write reflective compositions that may address the following purposes: explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</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>2.2.11 Write reflective compositions that may address the following purposes: draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or 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>2.2.12 Write reflective compositions that may address the following purposes: maintain a balance in describing individual incidents and relate those incidents to more general and abstract 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 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>2.2.13 Write responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>2.2.14 Write responses to literature that analyze the use of imagery, language universal themes, and unique aspects of the text.</p>	<p>Chapter 21 Writing About Literature</p>
<p>2.2.15 Write responses to literature that support important ideas and viewpoints through accurate and detailed reference to the text or to other works.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>

Standard	Chapter(s)
<p>2.2.18 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.</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>2.2.19 Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>2.2.2 Write fictional, biographical or autobiographical narratives that identify scenes and incidents in specific places.</p>	<p>Chapter 18 Personal Writing</p>
<p>2.2.3 Write fictional, biographical or autobiographical narratives that describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>2.2.4 Write fictional, biographical or autobiographical narratives that present action segments to accommodate changes in time and mood.</p>	<p>Chapter 18 Personal Writing</p>
<p>2.2.5 Write historical investigations that use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.</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>2.2.6 Write historical investigations that analyze several historical records of a single event, examining critical relationships between elements of the topic.</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>2.2.7 Write historical investigations that explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</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>2.2.8 Write historical investigations that include information from all relevant perspectives and take into consideration the validity and reliability of sources.</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>2.2.9 Write historical investigations that include a formal bibliography.</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>2.3.1 Standard English Usage: Demonstrate correct use of Standard English in speaking and writing.</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>2.3.10 Mechanics and Spelling: Use correct formation of plurals.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>2.3.11 Mechanics and Spelling: Demonstrate correct use of punctuation and recognize its effect on sentence structure.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.3.12 Mechanics and Spelling: Use correct spelling of commonly misspelled words and homonyms.</p>	<p>Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>2.3.13 Sentence Structure: The student will demonstrate appropriate sentence structure in writing.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses</p>
<p>2.3.15 Sentence Structure: Correct dangling and misplaced modifiers.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences</p>
<p>2.3.16 Sentence Structure: Correct run-on sentences.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences</p>
<p>2.3.17 Sentence Structure: Correct fragments.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences</p>

Standard	Chapter(s)
<p>2.3.18 Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>2.3.2 Standard English Usage: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).</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 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>2.3.3 Standard English Usage: Use correct verb forms and tenses.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences</p>
<p>2.3.4 Standard English Usage: Use correct subject-verb agreement.</p>	<p>Chapter 7 Subject/Verb Agreement</p>
<p>2.3.5 Standard English Usage: Distinguish active and passive voice.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.3.6 Standard English Usage: Use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.</p>	<p>Chapter 1 The Parts of Speech Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement</p>
<p>2.3.7 Standard English Usage: Use correct forms of comparative and superlative adjectives.</p>	<p>Chapter 1 The Parts of Speech Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences</p>
<p>2.3.8 Mechanics and Spelling: Demonstrate appropriate language mechanics in writing.</p>	<p>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)
2.3.9 Mechanics and Spelling: Demonstrate correct use of capitals.	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
3.1.1 Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker's messages.	Chapter 29 Critical Thinking
3.1.2 Use effective strategies for listening that prepares for listening, identifies the types of listening, and adopts appropriate strategies.	Chapter 29 Critical Thinking
3.1.3 Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	Chapter 29 Critical Thinking
3.1.4 Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	Chapter 29 Critical Thinking
3.1.5 Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	Chapter 29 Critical Thinking
3.2.2 Use language and rhetorical strategies skillfully in informative and persuasive messages.	Chapter 29 Critical Thinking
3.2.3 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.	Chapter 29 Critical Thinking
3.2.5 Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	Chapter 27 Speeches and Presentations
4.1.1 Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesizes material viewed, refer to images or information in visual media to support point of view).	Chapter 29 Critical Thinking
4.1.2 Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>4.2.1 Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).</p>	<p>Chapter 29 Critical Thinking</p>
<p>4.2.2 Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).</p>	<p>Chapter 29 Critical Thinking</p>
<p>4.3.1 Use the effects of media on constructing his/her own perception of reality.</p>	<p>Chapter 29 Critical Thinking</p>
<p>4.3.2 Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.</p>	<p>Chapter 26 Communication in the Digital Age</p>