

Oklahoma Priority Academic Student Skills (Grade 9)

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 a knowledge of Greek (e.g., tele/phone, micro/phone), Latin (e.g., flex/ible), and Anglo-Saxon (e.g., un/friend/ly) roots, prefixes, and suffixes to determine word meanings.	Chapter 28 Vocabulary Power Chapter 30 Spelling
1.1.2 Use word meanings within the appropriate context and verify those meanings by definition, restatement, example, and analogy.	Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
1.1.3 Expand vocabulary through wide reading, listening, and discussing.	Chapter 28 Vocabulary Power
1.1.4 Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.	Chapter 28 Vocabulary Power
1.1.5 Identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotations and denotations.	Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
1.2.1 Literal Understanding: Examine the structures and format of functional workplace documents, including graphics and headers, and explain how authors use the features to achieve their purpose.	Chapter 24 Communication for College Chapter 25 Communication for the World of Work
1.2.10 Summary and Generalization: Use text features and elements to support inferences and generalizations about information.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.12 Analysis and Evaluation: Discriminate between fact and opinion and fiction and nonfiction.	Chapter 29 Critical Thinking
1.2.14 Analysis and Evaluation: Analyze 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
1.2.15 Analysis and Evaluation: Identify techniques (e.g., language, organization, tone, context) used to convey point of view or impressions (e.g., sarcasm, criticism, praise, affection).	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.2.3 Literal Understanding: Monitor reading strategies and modify them when understanding breaks down such as rereading, using resources, and questioning.	Chapter 31 Study Skills and Test-taking
1.2.5 Literal Understanding: Use study strategies such as skimming and scanning, note taking, outlining, and using study-guide questions to better understand texts.	Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
1.2.6 Inferences and Interpretation: Analyze characteristics of text, including its structure, word choice, and intended audience.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.7 Inferences and Interpretation: Draw inferences such as conclusions, generalizations, and predictions, and support them with text evidence and personal experience.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.8 Inferences and Interpretation: Recognize influences on a reader's response to a text (e.g., personal experience and values; perspective 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 Summary and Generalization: Identify 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
1.3.10 Literary Elements: Identify literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
1.3.11 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
1.3.12 Figurative Language and Sound Devices: Identify and explain figurative language including metaphor, personification, and simile.	Chapter 21 Writing About Literature
1.3.13 Figurative Language and Sound Devices: Identify and explain sound devices including alliteration, onomatopoeia, and rhyme.	Chapter 21 Writing About Literature
1.3.14 Figurative Language and Sound Devices: Identify the melodies of literary language, including its use of evocative words, rhythms and rhymes.	Chapter 21 Writing About Literature
1.3.15 Figurative Language and Sound Devices: Recognize and interpret poetic elements such as metaphor, simile, personification, and the effect of sound on meaning.	Chapter 21 Writing About Literature
1.3.16 Literary Works: The student will read and respond to historically and culturally significant works of literature.	Chapter 21 Writing About Literature
1.3.17 Literary Works: The student will 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)
1.3.18 Literary Works: The student will analyze and evaluate literature from various cultures to broaden cultural awareness.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.3.19 Literary Works: The student will 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
1.3.2 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 tragedy, sonnet, and epic, lyric, and narrative poetry.	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: Recognize the theme (general observation about life or human nature) within a text.	Chapter 21 Writing About Literature
1.3.6 Literary Elements: Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.	Chapter 21 Writing About Literature
1.3.7 Literary Elements: Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.	Chapter 21 Writing About Literature
1.3.8 Literary Elements: Analyze interactions between characters in a literary text and explain the way those interactions affect the plot in narrative text.	Chapter 21 Writing About Literature
1.3.9 Literary Elements: Analyze characters and identify author's point of view.	Chapter 21 Writing About Literature
1.4.10 Interpreting Information: The student will draw conclusions from information gathered.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
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

Standard	Chapter(s)
<p>1.4.5 Interpreting Information: The student will analyze and evaluate information from a variety of sources.</p>	<p>Chapter 29 Critical Thinking</p>
<p>1.4.6 Interpreting Information: The student will summarize, paraphrase, and/or quote relevant information.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>1.4.7 Interpreting Information: The student will determine the author's viewpoint to evaluate source credibility and reliability.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>1.4.9 Interpreting Information: The student will 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.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking</p>
<p>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.</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>2.1.10 Use a variety of sentence structures, types, and lengths to contribute to fluency and interest.</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>2.1.11 Evaluate own writing and others' writing (e.g., determine the best features of a piece of writing, determine how own writing achieves its purpose, ask for feedback, respond to classmates' writing).</p>	<p>Chapter 13 Introduction to the Writing Process</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>

Standard	Chapter(s)
<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 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>2.1.4 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>
<p>2.1.5 Use a writing process to develop and refine composition skills: Students are expected to edit for specific purposes such 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>

Standard	Chapter(s)
2.1.7 Use extension and elaboration to develop an idea.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power
2.1.8 Demonstrate organization, unity, and coherence by using transitions and sequencing.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
2.1.9 Use precise word choices, including figurative language, that convey specific meaning and tone.	Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing
2.2.1 Write biographical or autobiographical narratives or short stories that identify a real person, living or not, who has had a special influence on other people.	Chapter 18 Personal Writing
2.2.10 Write expository compositions, including analytical essays and research reports that includes visual aids by using technology to organize and record information on charts, data tables, maps, and graphs.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.11 Write expository compositions, including analytical essays and research reports that identifies and address reader's potential misunderstanding, biases, and expectations.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.12 Write expository compositions, including analytical essays and research reports that uses technical terms and notations accurately.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.13 Write persuasive compositions that organize ideas and appeal in a sustained and effective fashion with the strongest emotional first and the least powerful one last.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
2.2.14 Write persuasive compositions that use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating to a personal anecdote, case study, or analogy.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
2.2.15 Write persuasive compositions that clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
2.2.16 Write persuasive compositions that address reader's concerns, counterclaims, biases, and expectations.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
2.2.17 Write documents related to career development, including simple business letters and job applications that present information purposefully and in brief to meet the need of the intended audience.	Chapter 24 Communication for College Chapter 25 Communication for the World of Work
2.2.18 Write documents related to career development, including simple business letters and job applications that follow a conventional business letter or memorandum format.	Chapter 24 Communication for College Chapter 25 Communication for the World of Work
2.2.19 Write reflective papers that express the individual's insight into conditions or situations.	Chapter 22 Creative Writing
2.2.2 Write biographical or autobiographical narratives or short stories that provide a sequence of factual events and communicate the significance of the events to the person.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
2.2.20 Write reflective papers that compare a scene from a work of fiction with a lesson learned from experience.	Chapter 22 Creative Writing
2.2.21 Write reflective papers that complete a self-evaluation on a class performance.	Chapter 13 Introduction to the Writing Process Chapter 22 Creative Writing
2.2.22 Use appropriate essay test-taking and time-writing strategies that address and analyze the question (prompt).	Chapter 13 Introduction to the Writing Process Chapter 31 Study Skills and Test-taking
2.2.23 Use appropriate essay test-taking and time-writing strategies that use organizational methods required by the prompt.	Chapter 13 Introduction to the Writing Process Chapter 31 Study Skills and Test-taking
2.2.28 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting.	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

Standard	Chapter(s)
2.2.3 Write biographical or autobiographical narratives or short stories that isolates specific scenes and incidents in time and places significant to defining the persons' influence.	Chapter 18 Personal Writing
2.2.30 Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.	Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper
2.2.4 Write biographical or autobiographical narratives or short stories that uses anecdotes or describe with specific details the sight, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the person; use interior monologue (what characters say silently to self) to show the person's qualities and beliefs.	Chapter 18 Personal Writing
2.2.5 Write biographical or autobiographical narratives or short stories that present action segments to accommodate changes in time and mood.	Chapter 18 Personal Writing
2.2.6 Write expository compositions, including analytical essays and research reports that include evidence in support of a thesis (position on the topic) including information on all relevant perspectives.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.7 Write expository compositions, including analytical essays and research reports that communicates information and ideas from primary and secondary sources accurately and coherently.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.8 Write expository compositions, including analytical essays and research reports that shows distinctions between the relative value and significance of specific dates, facts, and ideas.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper
2.2.9 Write expository compositions, including analytical essays and research reports that includes a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic.	Chapter 19 Expository Writing Chapter 23 Writing the Research Paper Chapter 26 Communication in the Digital Age
2.3.1 Standard English Usage: Demonstrate correct use of Standard English in speaking and writing.	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

Standard	Chapter(s)
2.3.10 Mechanics and Spelling: Use correct formation of plurals.	Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking
2.3.11 Mechanics and Spelling: Demonstrate correct use of punctuation and recognize its effect on sentence structure.	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
2.3.12 Mechanics and Spelling: Distinguish correct spelling of commonly misspelled words and homonyms.	Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking
2.3.13 Sentence Structure: Demonstrate appropriate sentence structure in writing.	Chapter 2 The Sentence Base Chapter 4 Clauses
2.3.15 Sentence Structure: Correct dangling and misplaced modifiers.	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences
2.3.16 Sentence Structure: Correct run-on sentences.	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences
2.3.17 Sentence Structure: Correct fragments.	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences
2.3.2 Standard English Usage: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	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
2.3.3 Standard English Usage: Use correct verb forms and tenses.	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences

Standard	Chapter(s)
2.3.4 Standard English Usage: Use correct subject-verb agreement.	Chapter 7 Subject/Verb Agreement
2.3.5 Standard English Usage: Use active and passive voice.	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
2.3.6 Standard English Usage: Correct pronoun/antecedent agreement and clear pronoun reference.	Chapter 1 The Parts of Speech Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement
2.3.7 Standard English Usage: Use correct forms of comparative and superlative adjectives.	Chapter 1 The Parts of Speech Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences
2.3.8 Mechanics and Spelling: Demonstrate appropriate language mechanics in 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
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 Focus attention on the speaker's message.	Chapter 29 Critical Thinking
3.1.2 Use knowledge of language and develop vocabulary to accurately interpret the speaker's message.	Chapter 28 Vocabulary Power 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

Standard	Chapter(s)
3.1.4 Monitor speaker's message and clarity and understanding to formulate and provide effective verbal and nonverbal feedback.	Chapter 29 Critical Thinking
3.2.2 Prepare, organize, and present a variety of informative messages effectively.	Chapter 27 Speeches and Presentations
3.2.3 Analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies such as pitch and tone of voice, posture, and eye contact.	Chapter 27 Speeches and Presentations
4.1.1 Document the use of stereotypes and biases in visual media (e.g., distorted representations of society; imagery and stereotyping in advertising; elements of stereotypes such as physical characteristics, manner of speech, beliefs and attitudes).	Chapter 29 Critical Thinking
4.2.1 Selects people with special interests and expectations who are the target audience for particular messages or products in visual media.	Chapter 29 Critical Thinking
4.2.2 Define and design language, and content that reflect the target audience for particular messages and products (e.g., in advertising and sales techniques aimed specifically towards teenagers; in products aimed toward different classes, races, ages, genders; in the appeal of popular television shows and films for particular audience).	Chapter 29 Critical Thinking
4.3.1 Create media products to include a billboard, cereal box, short editorials, and a three minute documentary or print ad to engage specific audiences.	Chapter 29 Critical Thinking