

## TEKS Student Expectations (Grade 12)

This chart correlates the TEKS Student Expectations to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<p><b>12.1. (A)</b> The student is expected to select a topic and define a purpose for an independent study project focused on a specific aspect of communication.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.1. (B)</b> The student is expected to use the distinguishing characteristics of various written forms such as essays, scientific reports, speeches, and memoranda.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.1. (C)</b> The student is expected to compile information from primary and secondary sources using available technology.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.1. (D)</b> The student is expected to conduct research using a variety of sources such as firsthand interviews and other means available, including the Internet.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.1. (E)</b> The student is expected to identify the components of the listening process.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.1. (F)</b> The student is expected to develop and apply criteria for evaluating literary works and other art forms.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.1. (G)</b> The student is expected to identify the components of the listening process.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<b>12.1. (H)</b> The student is expected to identify specific kinds of listening such as critical, deliberative, and empathic.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.1. (I)</b> The student is expected to use writing as a tool such as to reflect, explore, or problem solve.	<b>Chapter 22</b> Creative Writing <b>Chapter 29</b> Critical Thinking
<b>12.10. (A)</b> The student is expected to respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays.	<b>Chapter 21</b> Writing About Literature
<b>12.10. (B)</b> The student is expected to use elements of text to defend, clarify, and negotiate responses and interpretations.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>12.10. (C)</b> The student is expected to recognize and discuss themes and connections that cross cultures.	<b>Chapter 21</b> Writing About Literature
<b>12.11. (A)</b> The student is expected to respond to informational and aesthetic elements in texts such as discussions, journal entries, oral interpretations, enactments, and graphic displays.	<b>Chapter 21</b> Writing About Literature
<b>12.11. (B)</b> The student is expected to use elements of text to defend, clarify, and negotiate responses and interpretations.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>12.11. (C)</b> The student is expected to describe the development of plot and identify conflicts and how they are addressed and resolved.	<b>Chapter 21</b> Writing About Literature
<b>12.11. (D)</b> The student is expected to evaluate text through critical analysis.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.11. (E)</b> The student is expected to analyze the development of plot in narrative text.	<b>Chapter 21</b> Writing About Literature
<b>12.11. (F)</b> The student is expected to understand literary forms and terms such as author, drama, biography, 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.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>12.11. (G)</b> The student is expected to recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning.	<b>Chapter 21</b> Writing About Literature
<b>12.11. (H)</b> The student is expected to understand 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.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<b>12.12. (A)</b> The student is expected to compare and contrast elements of texts such as themes, conflicts, and allusions both within and across texts.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.12. (B)</b> The student is expected to propose and provide examples of themes that cross texts.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>12.12. (C)</b> The student is expected to analyze relevance of setting and time frame to text's meaning.	<b>Chapter 21</b> Writing About Literature
<b>12.12. (D)</b> The student is expected to describe the development of plot and identify conflicts and how they are addressed and resolved.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.12. (E)</b> The student is expected to analyze the melodies of literary language, including its use of evocative words and rhythms.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.12. (G)</b> The student is expected to understand 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.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking
<b>12.13. (A)</b> The student is expected to analyze the characteristics of clear text such as conciseness, correctness, and completeness.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.13. (B)</b> The student is expected to evaluate the credibility of information sources, including how the writer's motivation may affect that credibility.	<b>Chapter 26</b> Communication in the Digital Age <b>Chapter 31</b> Study Skills and Test-taking
<b>12.13. (C)</b> The student is expected to organize and convert information into different forms such as charts, graphs, and drawings.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.13. (D)</b> The student is expected to apply modes of reasoning such as induction and deduction to think critically.	<b>Chapter 23</b> Writing the Research Paper <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.13. (E)</b> The student is expected to describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.13. (F)</b> The student is expected to analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.14. (A)</b> The student is expected to demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.	<b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
<b>12.14. (B)</b> The student is expected to locate appropriate print and non-print information using text and technical resources, including databases and the Internet.	<b>Chapter 26</b> Communication in the Digital Age <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking
<b>12.14. (C)</b> The student is expected to demonstrate proficiency in critical, empathic, appreciative, and reflective listening.	<b>Chapter 29</b> Critical Thinking
<b>12.14. (D)</b> The student is expected to use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention.	<b>Chapter 29</b> Critical Thinking
<b>12.14. (E)</b> The student is expected to organize and record new information in systematic ways such as notes, charts, and graphic organizers.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.14. (F)</b> The student is expected to produce research projects and reports in varying forms for audiences.	<b>Chapter 23</b> Writing the Research Paper
<b>12.15. (A)</b> The student is expected to demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding.	<b>Chapter 29</b> Critical Thinking
<b>12.15. (B)</b> The student is expected to use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.15. (C)</b> The student is expected to demonstrate proficiency in critical, empathic, appreciative, and reflective listening.	<b>Chapter 29</b> Critical Thinking
<b>12.15. (D)</b> The student is expected to use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention.	<b>Chapter 29</b> Critical Thinking
<b>12.15. (E)</b> The student is expected to use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>12.16. (A)</b> The student is expected to apply valid criteria to analyze, evaluate, and critique informative and persuasive messages.	<b>Chapter 27</b> Speeches and Presentations
<b>12.16. (C)</b> The student is expected to prepare, organize, and present a variety of informative and persuasive messages effectively with an emphasis on persuasion.	<b>Chapter 27</b> Speeches and Presentations

Standard	Chapter(s)
<b>12.16. (D)</b> The student is expected to adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion.	<b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>12.16. (H)</b> The student is expected to speak responsibly to present accurate, truthful, and ethical messages.	<b>Chapter 27</b> Speeches and Presentations
<b>12.17. (A)</b> The student is expected to present clear thesis statements and claims.	<b>Chapter 27</b> Speeches and Presentations
<b>12.17. (B)</b> The student is expected to support major thesis with logical points or arguments.	<b>Chapter 27</b> Speeches and Presentations
<b>12.17. (C)</b> The student is expected to use appropriate appeals to support claims and arguments.	<b>Chapter 29</b> Critical Thinking
<b>12.17. (D)</b> The student is expected to use effective appeals to support points, claims, or arguments.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>12.17. (E)</b> The student is expected to use language and rhetorical strategies skillfully in informative and persuasive messages.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>12.17. (F)</b> The student is expected to analyze purpose, audience, and occasion to choose effective verbal and nonverbal strategies for presenting messages and performances.	<b>Chapter 27</b> Speeches and Presentations
<b>12.18. (A)</b> The student is expected to apply valid criteria to analyze, evaluate, and critique informative and persuasive messages.	<b>Chapter 27</b> Speeches and Presentations
<b>12.18. (B)</b> The student is expected to justify the choice of verbal and nonverbal performance techniques by referring to the analysis and interpretations of the text.	<b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>12.18. (C)</b> The student is expected to present interpretations such as telling stories, performing original works, and interpreting poems and stories for a variety of audiences.	<b>Chapter 27</b> Speeches and Presentations
<b>12.18. (D)</b> The student is expected to identify and analyze the effect of artistic elements within literary texts such as character development, rhyme, imagery, and language.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>12.19. (B)</b> The student is expected to analyze relationships, ideas, and cultures as represented in various media.	<b>Chapter 29</b> Critical Thinking
<b>12.19. (C)</b> The student is expected to distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.	<b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
<p><b>12.2. (A)</b> The student is expected to conduct a research project(s) with instructor guidance and produce an original work in print or another medium demonstrating advanced skill.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (B)</b> The student is expected to use a range of techniques in planning and creating projects.</p>	<p><b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.2. (C)</b> The student is expected to analyze the research data and develop conclusions to provide a basis for the project.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (D)</b> The student is expected to identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.2. (E)</b> The student is expected to revise and edit copy using appropriate copy reading and proofreading symbols.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (F)</b> The student is expected to analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (G)</b> The student is expected to use effective strategies for making communication decisions, solving problems, and managing conflicts.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.2. (H)</b> The student is expected to use available technology for aspects of creating, revising, editing, and publishing texts.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (I)</b> The student is expected to write both independently and collaboratively.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 21</b> Writing About Literature</p>
<p><b>12.2. (J)</b> The student is expected to identify and analyze text structures.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.2. (K)</b> The student is expected to recognize archetypes, motifs, and symbols across texts, including heroes and beneficence of nature such as Dawn.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.2. (L)</b> The student is expected to analyze distinctive features of text genre such as biography, historical fiction, short story, dramatic literature, or poetry.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>12.2. (M)</b> The student is expected to rewrite copy.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.2. (N)</b> The student is expected to tell how points of view affect tone, characterization, and credibility.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>12.20. (C)</b> The student is expected to evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.20. (E)</b> The student is expected to recognize genres such as nightly news, newsmagazines, and documentaries and identify the unique properties of each.</p>	<p><b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<p><b>12.20. (F)</b> The student is expected to compare, contrast, and critique various media coverage of the same event such as in newspapers, television, and on the Internet.</p>	<p><b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.21. (B)</b> The student is expected to use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.</p>	<p><b>Chapter 26</b> Communication in the Digital Age</p>
<p><b>12.21. (D)</b> The student is expected to create media products to include a ten- to fifteen-minute investigative documentary, ad campaigns, political campaigns, or parodies to engage specific audiences.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>12.3. (A)</b> The student is expected to limit and focus the chosen topic, purpose, and format for the presentation.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.3. (B)</b> The student is expected to develop systematic strategies to document the project.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.3. (C)</b> The student is expected to develop appropriate evaluation strategies for each aspect of the production and presentation of the project.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 5</b> Using Verbs  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.3. (D)</b> The student is expected to organize and outline the text for the presentation.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.3. (E)</b> The student is expected to use appropriate verbal, nonverbal, and listening strategies to promote group effectiveness.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.3. (F)</b> The student is expected to produce a written text of superior quality.</p>	<p><b>Chapter 23</b> Writing the Research Paper  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.3. (G)</b> The student is expected to review and revise plans, outlines, and scripts with the teacher.</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>12.3. (H)</b> The student is expected to use effective communication strategies for solving problems, managing conflicts, and building consensus in groups.</p>	<p><b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.4. (A)</b> The student is expected to differentiate between advertising appeals and propaganda.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.4. (B)</b> The student is expected to identify and analyze structural elements in the chosen text.</p>	<p><b>Chapter 9</b> Capitalization  <b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (B) (iii)</b> The student is expected to discuss elements of literary creativity.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.4. (B) (iv)</b> The student is expected to discuss criteria for evaluating literary works and other art forms.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.4. (C)</b> The student is expected to use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.4. (D)</b> The student is expected to present documentation of the progress of the project and submit the final written text or script.</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 5</b> Using Verbs  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (E)</b> The student is expected to analyze and evaluate the organization of oral or written speech models.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (F)</b> The student is expected to analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity.</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>12.4. (G)</b> The student is expected to identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (H)</b> The student is expected to trace the emotional progression of the text.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (I)</b> The student is expected to recognize literal and symbolic meanings, universal themes, or unique aspects of the text.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 21</b> Writing About Literature  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.4. (J)</b> The student is expected to prepare, organize, and participate in an informative or persuasive group discussion for an audience.</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>

Standard	Chapter(s)
<p><b>12.4. (K)</b> The student is expected to make individual presentations to inform, persuade, or motivate an audience.</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>12.4. (L)</b> The student is expected to write manuscripts for speeches to enhance oral style and facilitate memory.</p>	<p><b>Chapter 27</b> Speeches and Presentations</p>
<p><b>12.4. (M)</b> The student is expected to apply critical-listening strategies to evaluate presentations.</p>	<p><b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5. (A)</b> The student is expected to analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 19</b> Expository Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 27</b> Speeches and Presentations <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5. (B)</b> The student is expected to analyze problems related to the project and assess implications for future projects.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.5. (C)</b> The student is expected to use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5. (D)</b> The student is expected to write appropriate introductions, transitions, and/or conclusions to supplement the text.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5. (E)</b> The student is expected to choose and develop appropriate devices for introductions and conclusions.</p>	<p><b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.5. (F)</b> The student is expected to evaluate media messages and products.</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<b>12.5. (G)</b> The student is expected to draw inferences and support them with text evidence and experiences.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.5. (H)</b> The student is expected to draw conclusions from text information.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.5. (J)</b> The student is expected to use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.6. (A)</b> The student is expected to justify the use or nonuse of manuscript or other aids.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking
<b>12.6. (B)</b> The student is expected to write manuscripts to facilitate language choices and enhance oral style.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 21</b> Writing About Literature <b>Chapter 27</b> Speeches and Presentations <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.6. (C)</b> The student is expected to analyze and evaluate media's efforts to address social and cultural problems.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 21</b> Writing About Literature <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking
<b>12.6. (D)</b> The student is expected to justify the use of dialect, pronunciation, enunciation, or articulation.	<b>Chapter 18</b> Personal Writing <b>Chapter 26</b> Communication in the Digital Age <b>Chapter 27</b> Speeches and Presentations <b>Chapter 28</b> Vocabulary Power <b>Chapter 29</b> Critical Thinking <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>12.6. (E)</b> The student is expected to use research, analysis, personal experiences, and responses to the literature to justify performance choices.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking</p>
<p><b>12.6. (F)</b> The student is expected to discriminate between connotative and denotative meanings and interpret the connotative power of words.</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.6. (G)</b> The student is expected to read and understand analogies.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (A)</b> The student is expected to use effective rehearsal strategies to promote internalization and visualization of the text.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (B)</b> The student is expected to use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (C)</b> The student is expected to participate in effective group decision-making processes to prepare and present group performances.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (D)</b> The student is expected to use notes, manuscripts, rostrum, microphone, visual aids, and/or electronic devices.</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 30</b> Spelling  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (E)</b> The student is expected to communicate information gained from reading.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>12.7. (F)</b> The student is expected to use compiled information and knowledge to raise additional unanswered questions.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>12.7. (G)</b> The student is expected to read and understand analogies.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<b>12.7. (H)</b> The student is expected to use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.7. (I)</b> The student is expected to read silently with comprehension for a sustained period of time.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.7. (J)</b> The student is expected to read silently with comprehension for a sustained period of time.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (A)</b> The student is expected to listen critically and appreciatively and respond appropriately to performance of others.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (B)</b> The student is expected to read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (C)</b> The student is expected to describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (D)</b> The student is expected to analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (E)</b> The student is expected to apply modes of reasoning such as induction and deduction to think critically.	<b>Chapter 29</b> Critical Thinking
<b>12.8. (F)</b> The student is expected to produce summaries of texts by identifying main idea and supporting detail.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (G)</b> The student is expected to draw inferences and support them with textual evidence and experience.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (H)</b> The student is expected to use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>12.8. (I)</b> The student is expected to read silently with comprehension for a sustained period of time.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.9. (A)</b> The student is expected to read to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models to use in his/her own writing.	<b>Chapter 31</b> Study Skills and Test-taking
<b>12.9. (B)</b> The student is expected to recognize and discuss literary themes and connections that cross cultures.	<b>Chapter 21</b> Writing About Literature <b>Chapter 31</b> Study Skills and Test-taking