

Vermont Framework of Standards and Learning Opportunities (Grade 12)

This chart correlates the Vermont Framework of Standards and Learning Opportunities to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
RHS.10.1 Identifying, describing, or making logical predictions about character, setting, problem/solution, or plot/subplots; identifying any significant changes in character over time; identifying where action rises and falls; identifying protagonist or antagonist.	Chapter 21 Writing About Literature
RHS.10.2 Paraphrasing or summarizing, with major events sequenced, as appropriate to text.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
RHS.10.3 Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, short stories, epics [poems, novels, dramas], adventure myths, comedies, tragedies, satires, parodies).	Chapter 21 Writing About Literature
RHS.11.1 Identifying literary devices as appropriate to genre: rhyme schemes, dialogue, imagery, metaphors, personification, hyperbole, symbolism, foreshadowing, or soliloquy.	Chapter 21 Writing About Literature
RHS.12.1 Obtaining information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, graphic organizers, charts and graphs, illustrations, or subheadings).	Chapter 31 Study Skills and Test-taking
RHS.12.2 Using information from the text to answer questions or to state the central idea or provide supporting key details.	Chapter 31 Study Skills and Test-taking
RHS.12.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, or outlining).	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.12.4 Identifying the characteristics of a variety of types of text (e.g., reference: reports, textbooks, newspapers, public documents /discourse, technical manuals, biographies, autobiographies, essays, articles, editorials, primary source historical documents, periodicals, job-related materials, speeches, online reading; and practical/functional: schedules, procedures, instructions, announcements, invitations, advertisements, pamphlets, schedules, memos).	Chapter 21 Writing About Literature

Standard	Chapter(s)
RHS.13.2 Analyzing characterization (e.g., stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' personalities or their changes over time.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
RHS.13.3 Making inferences about cause/effect, internal and/or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction between characters and evolving plots).	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.13.4 Explaining how the narrator's point of view or style affects the reader's interpretation.	Chapter 21 Writing About Literature
RHS.13.5 Determining how the author's purpose (e.g., to entertain, inform, persuade), message/theme, or underlying beliefs are supported within the text.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
RHS.14.1 Demonstrating knowledge of use of author's style or use of literary elements and devices (i.e., imagery, repetition, foreshadowing, personification, hyperbole, symbolism, analogy, allusion, rhyme scheme, soliloquy, dialogue, or use of punctuation) to analyze literary works.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
RHS.15.1 Comparing stories or other texts to related personal experience, prior knowledge, or other texts or ideas.	Chapter 21 Writing About Literature
RHS.15.2 Making thematic connections between literary or other texts and the broader world of ideas.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
RHS.16.1 Explaining connections about information within a text, across texts, or to related ideas.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.16.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas).	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.16.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; explaining how purpose may affect the interpretation of the text; or forming and supporting warranted opinions/ judgments and assertions about the text that are relevant.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.16.4 Evaluating the clarity and accuracy of information (e.g., author's bias, use of persuasive strategies, consistency, effectiveness of organizational pattern, logic of arguments, expertise of author, propaganda techniques, authenticity, appeal to friendly or hostile audience, or faulty modes of persuasion).	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
RHS.16.5 Making inferences about causes or effects.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
RHS.18.1 Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fantasy, fables, realistic fiction, folktales, myths, historical fiction, science fiction, mysteries, short stories, legends, adventure myths, epics, comedy, tragedy, satires, parodies; informational: biography, autobiography, reports, newspapers, Internet Web sites, public documents and discourse, essays, articles, editorials, political cartoons, textbooks, technical manuals, primary source historical documents, periodicals, job-related materials, speeches, online reading; and practical/functional texts: schedules, procedures, pamphlets, announcements, memos, invitations).	Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking
RHS.18.2 Reading at least the equivalent of four books by an author, about a subject, on one theme, or in one genre.	Chapter 21 Writing About Literature
RHS.19.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.	Chapter 21 Writing About Literature
RHS.3.1 Identifying multisyllabic words by using knowledge of sounds, syllables, derivational roots and affixes, including foreign language derivations.	Chapter 28 Vocabulary Power Chapter 30 Spelling
RHS.4.1 Demonstrating the use of syntax/language structure (e.g., passive voice, pronoun referents), semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read.	Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
RHS.5.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, common roots, or word origins; context clues; other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge).	Chapter 28 Vocabulary Power Chapter 30 Spelling
RHS.6.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, analogies, idioms, literary allusions, or word origins, including words from dialects and other languages that have been adopted into English.	Chapter 21 Writing About Literature Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
RHS.6.2 Selecting appropriate words or explaining the use of words in context, including connotation and denotation; or use of precise or technical vocabulary, including content-specific vocabulary; or use of words with multiple meanings.	Chapter 28 Vocabulary Power

Standard	Chapter(s)
<p>RHS.7.1 Examples of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, inferential, analysis, synthesis, and evaluative questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating and using text discourse features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support).</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>RHS.8.1 Using a range of self-monitoring and self-correction approaches (e.g., rereading, adjusting rate, subvocalizing, consulting resources, questioning, flexible note taking/mapping systems, skimming, scanning, etc.).</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>RHS.9.1 Accuracy: reading material appropriate for high school with at least 90-94% accuracy (See Appendix for sample titles.).</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>RHS.9.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading..</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>WHS.1 Grade Level Expectation: Writing Process: Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.</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>WHS.10.1 Including facts and details relevant to focus/controlling idea, and excluding extraneous information.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 23 Writing the Research Paper</p>
<p>WHS.10.2 Including sufficient details or facts for appropriate depth: naming, describing, explaining, comparing, use of visual images.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 23 Writing the Research Paper</p>

Standard	Chapter(s)
WHS.10.3 Addressing readers' concerns.	Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper
WHS.10.4 Commenting on the significance of the information throughout the report.	Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper
WHS.11.1 Engaging readers by creating context relevant to central idea and/or tension.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 28 Vocabulary Power
WHS.11.2 Creating a clear and coherent (logically consistent) story line.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
WHS.11.3 Using a variety of techniques to dramatize events.	Chapter 18 Personal Writing Chapter 22 Creative Writing
WHS.11.4 Establishing character motivation, problem/conflict/challenge, and resolution, and maintaining point of view.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
WHS.12.1 Creating images, using relevant and descriptive details and sensory language to advance the story line (purpose).	Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 18 Personal Writing
WHS.12.2 Using dialogue to advance action.	Chapter 22 Creative Writing
WHS.12.3 Developing characters through description, speech and actions, and relationships with other characters, when appropriate.	Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 22 Creative Writing
WHS.12.4 Using voice appropriate to purpose.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
WHS.12.5 Maintaining focus or theme.	Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing

Standard	Chapter(s)
WHS.12.6 Controlling the pace of the story.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 28 Vocabulary Power
WHS.13.2 Using and defining specific technical vocabulary, appropriate to audience and purpose.	Chapter 14 The Six Traits of Good Writing Chapter 28 Vocabulary Power
WHS.13.3 Using a variety of transitions to arrange the steps in a logical manner.	Chapter 18 Personal Writing
WHS.13.4 Using details and examples to help the reader understand and visualize the process.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing
WHS.13.6 Providing a conclusion that advances the reader's understanding or appreciation of the process.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
WHS.14.1 Addressing problems that might arise for the reader.	Chapter 13 Introduction to the Writing Process
WHS.14.2 Creating a format that is easy to follow.	Chapter 19 Expository Writing
WHS.14.3 Using a variety of strategies and technology to ensure the procedure is user-friendly.	Chapter 22 Creative Writing
WHS.15.1 Establishing necessary context, taking audience into account, as needed.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
WHS.15.2 Stating and maintaining a clear position on the problem or issue (purpose).	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking

Standard	Chapter(s)
WHS.15.3 Taking an authoritative stance.	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 29 Critical Thinking Chapter 31 Study Skills and Test-taking
WHS.16.1 Providing a hook.	Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
WHS.16.2 Arranging supporting evidence persuasively with effective use of transitional words and phrases.	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
WHS.16.3 Providing convincing and relevant arguments and/or reasons.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
WHS.16.4 Using a range of strategies to elaborate and persuade.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking
WHS.16.5 Addressing the reader's potential concerns or counterarguments.	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 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
WHS.16.6 Writing an effective conclusion.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
WHS.17.1 Using concrete details and sensory language to establish context/occasion (purpose).	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 22 Creative Writing
WHS.17.2 Establishing or evolving focus/purpose.	Chapter 14 The Six Traits of Good Writing Chapter 22 Creative Writing
WHS.17.3 Establishing individual, thoughtful voice and style.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 22 Creative Writing
WHS.17.4 Using a variety of techniques for reflecting on thoughts and feelings: questioning, comparing, connecting, interpreting the experience, analyzing, or using figurative language.	Chapter 15 Writing Strong Sentences Chapter 22 Creative Writing
WHS.17.5 Having coherent organization through a natural progression of ideas.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
WHS.17.6 Leaving reader with something to think about.	Chapter 13 Introduction to the Writing Process Chapter 22 Creative Writing
WHS.18.1 Writing poems in a variety of voices for a variety of audiences (purpose).	Chapter 22 Creative Writing
WHS.18.2 Writing poems that express mood, thought, or feeling.	Chapter 22 Creative Writing
WHS.18.3 Choosing conventional or alternative text structures to achieve impact.	Chapter 22 Creative Writing
WHS.19.1 Selecting vocabulary according to purpose or for effect on audience.	Chapter 22 Creative Writing
WHS.19.2 Using rhyme, rhythm, literary elements, or figurative language.	Chapter 15 Writing Strong Sentences Chapter 21 Writing About Literature Chapter 22 Creative Writing
WHS.19.3 Selecting and manipulating words, phrases, or clauses, for their shades of meaning and impact.	Chapter 22 Creative Writing

Standard	Chapter(s)
WHS.19.4 Using a variety of poetic forms.	Chapter 22 Creative Writing
WHS.2.1 Applying rules of standard English usage to correct grammatical errors.	Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking
WHS.2.2 Applying capitalization rules.	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
WHS.2.3 Applying appropriate punctuation rules to various sentence patterns.	Chapter 2 The Sentence Base 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 22 Creative Writing Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
<p>WHS.3.1 Independently applying spelling knowledge in proofreading and editing of writing.</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 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>WHS.3.2 Applying conventional and word-derivative spelling patterns/ rules, to new situations, including syllable division, stressed/ unstressed syllables, and correct spelling of content-area vocabulary.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 28 Vocabulary Power Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>WHS.3.3 Correctly spelling grade-appropriate word groups that share a common root (e.g., 'hydroplane,' 'hydrometer,' 'dehydrated'; or 'transfer,' 'inference,' 'conference,' 'deferred,' 'refer').</p>	<p>Chapter 18 Personal Writing Chapter 28 Vocabulary Power Chapter 29 Critical Thinking Chapter 30 Spelling Chapter 31 Study Skills and Test-taking</p>
<p>WHS.4.1 Writing a variety of correct sentences, using embedded phrases and clauses.</p>	<p>Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>WHS.4.2 Using the paragraph form: indenting, main idea, supporting details.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing</p>
<p>WHS.4.4 Using a format and text structure appropriate to the purpose of the writing.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
WHS.5.1 Selecting key ideas to set context appropriate to audience.	Chapter 13 Introduction to the Writing Process Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
WHS.5.2 Making thematic connections between texts, prior knowledge, or the broader world of ideas.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
WHS.6.1 Establishing an interpretative claim in the form of a focus/thesis statement when given a prompt.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking
WHS.6.3 Supporting interpretative claims with references to critical sources about text.	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
WHS.7.1 Organizing ideas so that the reader can easily follow the writer's line of thinking, using effective transitions, and drawing a conclusion by synthesizing information.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
WHS.7.2 Addressing readers' possible questions.	Chapter 13 Introduction to the Writing Process
WHS.7.3 Using effective voice and tone (word choice and sentence patterns) for desired effect on reader.	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
WHS.8.1 Using an organizational text structure appropriate to focus/ controlling idea.	Chapter 23 Writing the Research Paper
WHS.8.2 Selecting appropriate information to set context throughout the report; may include a lead/hook.	Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
WHS.8.3 Using transition words or phrases appropriate to organizational text structure.	Chapter 18 Personal Writing

Standard	Chapter(s)
<p>WHS.8.4 Drawing a conclusion by synthesizing information from report and relating it to broader ideas/concepts.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>WHS.8.6 Listing and citing sources, using accepted format, if appropriate.</p>	<p>Chapter 13 Introduction to the Writing Process</p>
<p>WHS.9.1 Stating and maintaining a focus/controlling idea/thesis (purpose).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>WHS.9.2 Writing with a sense of audience, if appropriate.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 23 Writing the Research Paper</p>
<p>WHS.9.3 Establishing an authoritative stance, when appropriate.</p>	<p>Chapter 23 Writing the Research Paper</p>