

# Washington Essential Academic Learning Requirements (Grade 9)

This chart correlates the Washington Essential Academic Learning Requirements to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
<b>1.1.1.a</b> Uses listening strategies for: enjoyment listening, active listening (GLE 1.1.2), empathetic listening, and critical listening (GLE 1.2.1) appropriate to the situation (e.g., mock job/academic interviews, career and technical education job training).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>1.1.1.b</b> Maintains a log or journal (electronic or handwritten) to collect and explore ideas; records observations, dialogues, and/or descriptions for later use as a basis for informational, persuasive, or literary writing.	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 17</b> Descriptive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 31</b> Study Skills and Test-taking
<b>1.1.1.c</b> Uses prewriting stage to generate ideas, determine purpose, analyze audience, select form, research background information, formulate a thesis, and organize text.	<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 22</b> Creative Writing <b>Chapter 23</b> Writing the Research Paper <b>Chapter 31</b> Study Skills and Test-taking
<b>1.2.1.a</b> Compares literal and implicit meaning to respond to a statement.	<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 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>1.2.1.b</b> Constructs personal meaning from visual and auditory information (e.g., Social Studies: the connection between the rhetoric of the leaders of independence movements in Africa with images of people living and working in these emerging nations).</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 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.1.c</b> Drafts by hand and/or electronically.</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>1.2.1.d</b> Assesses draft and/or feedback, decides if multiple drafts are necessary, and justifies decision.</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>1.2.2.a</b> Critiques the effectiveness of persuasive techniques on target audiences (e.g., ethos, pathos, logos appeals, fallacies, propaganda).</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.2.b</b> Critiques differing points of view for persuasive effect (e.g., Social Studies CBA: Reviews and critiques various visual depictions of globalization found in the mass media to evaluate whether it is portrayed negatively or positively).</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.2.2.d</b> Judges the effect of different interpretations of the same media text (e.g., different newspapers, radio/television stations, Internet sites).</p>	<p><b>Chapter 26</b> Communication in the Digital Age</p>

Standard	Chapter(s)
<p><b>1.3.1.a</b> Selects and uses effective revision tools or strategies based on project (e.g., sentence analysis form, revision criteria checklist, "find-and-replace" or "track changes" functions of word processing program).</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 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.3.1.b</b> Rereads work several times and has a different focus for each reading (e.g., first reading -- looking for the strength or effectiveness of an argument and organizational structure; second reading -- considering appropriateness for audience and purpose; th</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 31</b> Study Skills and Test-taking</p>
<p><b>1.3.1.c</b> Decides if revision is warranted.</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>1.3.1.f</b> Evaluates and justifies the choice to use feedback in revisions or not (e.g., "I didn't change my second example because...").</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>

Standard	Chapter(s)
<p><b>1.3.1.g</b> Revises typographical devices (e.g., bullets, numbered lists) to clarify text and to meet requirements of technical and content-area writing forms (e.g., resume, business letter).</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 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.3.1.h</b> Uses multiple resources to improve text (e.g., writing guide, assignment criteria, Internet grammar guide, peer, thesaurus, dictionary).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 26</b> Communication in the Digital Age  <b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.3.2.a</b> Integrate new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities (e.g., salon as a historical reference to political gatherings as opposed to a beauty salon), into written and oral communication.</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.3.2.b</b> Explain the meaning of content-specific vocabulary words (e.g., regeneration, isolationism, emancipation, polarized).</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.3.2.c</b> Select, from multiple choices, the meaning of a word identified in the text.</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.3.2.d</b> Transfer knowledge of vocabulary learned in content areas to comprehend other grade-level informational/expository text and literary/narrative text (e.g., the concept of parallel in mathematics to understand parallelism).</p>	<p><b>Chapter 28</b> Vocabulary Power</p>
<p><b>1.4.1.a</b> Identifies and corrects errors in conventions.</p>	<p><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>

Standard	Chapter(s)
<b>1.4.1.b</b> Uses appropriate references and resources (e.g., dictionary, writing/style guide, electronic spelling and grammar check, adult, peer).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 28</b> Vocabulary Power
<b>1.4.1.c</b> Edits with a critical eye, often using a self-initiated checklist or editing guide (e.g., editing symbols, paper submission guidelines).	<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 31</b> Study Skills and Test-taking
<b>1.4.1.d</b> Proofreads final draft for errors.	<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
<b>1.5.1.a</b> Selects from a variety of publishing options keeping in mind audience and purpose (e.g., website, literary magazine, blog, local newspaper).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive 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>1.5.1.b</b> Publishes using a range of graphics and illustrative material (e.g., time lines, flow charts, political cartoons, diagrams).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 15</b> Writing Strong Sentences <b>Chapter 17</b> Descriptive 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

Standard	Chapter(s)
<p><b>1.5.1.c</b> Publishes material in appropriate form (e.g., films, multimedia demonstrations, culminating projects) and format (e.g., credits in film, font size, section breaks in longer document).</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 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper</p>
<p><b>1.5.1.d</b> Publishes using visual and dramatic presentations (e.g., debate, mock election, monologue).</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 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper</p>
<p><b>1.6.1.a</b> Revises at any stage of process.</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>1.6.1.b</b> Edits as needed at any stage.</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>1.6.3.b</b> Writes to meet a deadline.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>1.6.3.c</b> Creates a management timeline/ flow chart for written projects (e.g., Thirteenth-Year Plan, exit project, oral histories).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>

Standard	Chapter(s)
<p><b>1.6.3.d</b> Decreases time for prewriting, drafting, revising, and editing when working on in-class, on-demand pieces (e.g., essay exams).</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>1.6.3.e</b> Increases time for prewriting, drafting, revising, and editing when working on longer written projects (e.g., literary analysis, research paper).</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>2.1.1.a</b> Identifies an intended audience.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>2.1.1.b</b> Analyzes the audience to meet its needs (e.g., uses tone appropriate to culture, age, and gender of audience).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>2.1.1.c</b> Respects the cultural backgrounds of potential audiences (e.g., topic, word choice, perspective).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>2.1.1.d</b> Describes how a particular audience may interpret a text (e.g., eliminating biased language that might be offensive to the audience).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>2.1.1.e</b> Anticipates and addresses readers' questions or arguments.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>2.1.3.a</b> State both literal and/or inferred main ideas and provide supporting text-based details.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.1.3.b</b> State the theme/message and supporting details in culturally relevant literary/narrative text.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.1.3.d</b> Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
2.1.3.e Organize theme, main idea and supporting details into a self-created graphic organizer to enhance text comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
2.1.4.a Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., transfer knowledge of the concept of tragedy from one text to another).	<b>Chapter 31</b> Study Skills and Test-taking
2.1.5.a Make inferences based on implicit and explicit information drawn from prior knowledge and text; provide justification for inferences.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.1.5.b Make predictions and inferences about an author's beliefs and cite text-based evidence to support prediction/inference (e.g., find text passages that support an inference that the author advocates economic change).	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.1.5.c Read several accounts of the same event and make inferences about the impact each would have on the reader (e.g., discuss the emotional impact of a journal entry by a soldier's parent, a letter from a Union or Confederate soldier, and a newspaper article describing a Civil War battle).	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.1.5.d Select, from multiple choices, a prediction, inference, or assumption that could be made from the text.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.1.5.e Organize information to support a prediction or inference in a self-created graphic organizer.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.1.6.a Monitor for meaning and use comprehension-repair strategies to regain meaning independently.	<b>Chapter 31</b> Study Skills and Test-taking
2.1.6.d Organize images and information into a self-created graphic organizer to enhance text comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
2.1.7.a Create an informational summary that includes an introductory statement, main ideas, and supporting text-based details; make connections among the key ideas from the entire text; use own words in an objective voice; is accurate to the original text; and avoid interpretation or judgment; use an organizational pattern that supports the author's intent.	<b>Chapter 29</b> Critical Thinking
2.1.7.c Select, from multiple choices, a sentence that best summarizes the text.	<b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
2.1.7.d Organize summary information for informational/expository text, technical materials, and complex narratives into a self-created graphic organizer to enhance text comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
2.2.1.a Monitors and adjusts one's own participation according to the situation and the needs of others (e.g., focuses on speaker; avoids interruptions; does not dominate conversation; uses techniques for taking turns; attends to cultural differences in communication)	<b>Chapter 14</b> The Six Traits of Good 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 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
2.2.1.b Responds to the clarification needs of others as necessary (e.g., elaborates, illustrates, or expands on a response).	<b>Chapter 22</b> Creative Writing <b>Chapter 27</b> Speeches and Presentations
2.2.1.e Writes to examine a variety of perspectives (e.g., argumentative paper on opposing viewpoints concerning medical research and animal testing).	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
2.2.1.f Writes for more than one purpose using the same form (e.g., a memoir that persuades, entertains, and/or informs).	<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 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 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.2.1.g Includes more than one mode within a piece to address purpose (e.g., narrative anecdote to support a position in an expository research paper).	<b>Chapter 18</b> Personal Writing <b>Chapter 23</b> Writing the Research Paper
2.2.2.a Use text features to verify, support, or clarify meaning.	<b>Chapter 21</b> Writing About Literature
2.2.2.b Use the features of electronic information to communicate, gain information, or research a topic.	<b>Chapter 21</b> Writing About Literature
2.2.3.a Interpret the interdependence and interaction of characters, theme, setting, conflict, and resolution (e.g., in a short story, novel, epic poem).	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.2.3.b Compare/contrast how recurring themes are treated by diverse authors or in different genres.	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking

Standard	Chapter(s)
2.2.3.c Select, from multiple choices, a word or sentence that best describes a specific story element (e.g., character, conflict, resolution).	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
2.2.4.a Recognize and use previously taught organizational structures (description, comparison and contrast, sequential order, chronological order, cause and effect, order of importance, process/procedural, concept/definition, problem/solution, episodic, and generalization/principle) to aid comprehension.	<b>Chapter 31</b> Study Skills and Test-taking
2.2.4.b Independently apply understanding of text structure to the acquisition, organization, and application of information.	<b>Chapter 31</b> Study Skills and Test-taking
2.3.1.a Integrates more than one form/genre in a single piece (e.g., a persuasive essay written using a first-person anecdote, a poem, a journal entry, research notes, a classroom discussion, and a letter).	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 22</b> Creative Writing <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.3.1.c Produces a variety of new forms/genres. Examples: research papers; memoirs; mysteries; parodies; monologues; documentaries; cover letters; satires; essays (e.g., extended literary analyses); editorials; proposals; resumes; blogs	<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
2.3.2.a Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (e.g., editorials), and support the decision.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.3.3.a Judge the effectiveness of the author's use of literary devices and explain how they are used to convey meaning.	<b>Chapter 31</b> Study Skills and Test-taking
2.3.3.b Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.	<b>Chapter 31</b> Study Skills and Test-taking
2.3.4.a Integrate information from different sources to research and complete a project.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.3.4.b Integrate information from different sources to form conclusions about author's assumptions, biases, credibility, cultural and social perspectives, or world views.	<b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
2.4.1.a Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection).	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>2.4.1.b</b> Writes technical and nontechnical documents for career audiences (e.g., proposal, resume, abstract), taking into consideration technical formats (e.g., bullets, numbering, subheadings, blank space).</p>	<p><b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.1.c</b> Selects and synthesizes information from technical and career documents for inclusion in writing (e.g., High School and Beyond Plan that includes information summarized from on-line vocational source or other informational text).</p>	<p><b>Chapter 24</b> Communication for College  <b>Chapter 25</b> Communication for the World of Work  <b>Chapter 29</b> Critical Thinking  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.1.d</b> Understands the importance of using a standard reference style consistently when writing reports or technical documents (e.g., MLA, APA, Turabian).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 23</b> Writing the Research Paper</p>
<p><b>2.4.2.a</b> Compare and contrast selected author's styles of writing to achieve a similar purpose.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.2.b</b> Draw conclusions about style, tone, mood, meaning of prose, poetry, and/or drama based on the author's word choice and use of figurative language.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.2.c</b> Explain why an author uses particular language to create an intended effect (e.g., foreign words, dialect, connotative words, irony, rhetorical devices, simile, and metaphor), citing text-based evidence.</p>	<p><b>Chapter 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.2.d</b> Select, from multiple choices, a sentence that explains why an author includes a specific technique.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.2.e</b> Examine the author's use of language registry (e.g., frozen, formal, consultative, casual, intimate) and how this influences meaning and different audiences.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.2.f</b> Judge the effectiveness of the author's use of language to create an intended effect.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.3.b</b> Judge the accuracy of the information in a text, citing text-based evidence, author's use of expert authority, author's credibility to defend the evaluation.</p>	<p><b>Chapter 29</b> Critical Thinking</p>
<p><b>2.4.4.b</b> Select, from multiple choices, a sentence that explains why an author uses a specific persuasive device.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>2.4.5.a</b> Generalize about universal themes, human nature, cultural or historical perspectives, etc., from reading multiple texts.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.5.b</b> Select, from multiple choices, a sentence that represents a generalization that can be made from the story/poem/selection.</p>	<p><b>Chapter 21</b> Writing About Literature</p>

Standard	Chapter(s)
<p><b>2.4.5.c</b> Provide a response to text that expresses an insight (e.g., author's perspective, the nature of conflict) or use text-based information to solve a problem not identified in the text (e.g., use information from a variety of sources to write an editorial or make a presentation about world health issues).</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.6.a</b> Differentiate how a concept is presented and/or developed in and beyond texts (e.g., the role fear plays in war, prejudice, relationships, personal safety).</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.6.b</b> Compare the development of an idea or concept in multiple texts; decide which is best presented and developed and support the decision with text-based evidence.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.6.c</b> Select, from multiple choices, a sentence that describes the most important idea, concept, or conclusion that can be drawn from the selection.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.7.b</b> Compare and contrast readings on the same topics by explaining how the authors reach the same or different conclusions based on differences and similarities in evidence, reasoning, assumptions, purposes, beliefs, and biases.</p>	<p><b>Chapter 21</b> Writing About Literature</p>
<p><b>2.4.7.d</b> Make judgments about how effectively an author has supported his/her belief and/or assumptions, citing text-based evidence.</p>	<p><b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.1.1.a</b> Determines the topic and the audience and selects a purpose (e.g., monologue, debate, historical reenactment, speech, mock job/academic interview).</p>	<p><b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 27</b> Speeches and Presentations  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.1.1.b</b> Selects specific details relevant to the topic to extend ideas or develop elaboration (e.g., quotations, data, reasons, multiple examples that build on each other).</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 28</b> Vocabulary Power</p>
<p><b>3.1.1.c</b> Uses personal experiences, observations, and/or research from a variety of sources to support opinions and ideas (e.g., relevant data to support conclusions in math, science, social studies; appropriate researched information to explain or persuade; contr</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 28</b> Vocabulary Power</p>
<p><b>3.1.1.d</b> Integrates the elements of character, setting, and plot to create a convincing fictional world.</p>	<p><b>Chapter 18</b> Personal Writing</p>

Standard	Chapter(s)
<b>3.1.1.e</b> Uses logical, ethical, and emotional appeals to support the purpose.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 29</b> Critical Thinking
<b>3.1.2.a</b> Writes unified, cohesive paragraphs (e.g., repetition of key terms; parallel structure).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 16</b> Writing Powerful Paragraphs
<b>3.1.2.b</b> Selects from a variety of opening strategies and composes an engaging introduction (e.g., vivid, detailed description; historical/cultural background; contrasting situation).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 17</b> Descriptive Writing <b>Chapter 18</b> Personal Writing <b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.2.c</b> Selects from a variety of ending/ conclusion strategies and composes an effective conclusion that is more than a repetition of the introduction (e.g., prediction, anecdote, question).	<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 31</b> Study Skills and Test-taking
<b>3.1.2.d</b> Uses transitional words and phrases between paragraphs to signal emphasis or show logical relationships among ideas (e.g., in fact ... , consequently ... , as a result ... , on the other hand ...).	<b>Chapter 3</b> Phrases <b>Chapter 4</b> Clauses <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 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing
<b>3.1.2.e</b> Determines effective sequence between and within paragraphs by using transitions to emphasize points in an argument or show logical connections (e.g., inasmuch as ... , possibly ... , therefore ... ).	<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 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
<b>3.1.2.f</b> Selects and uses effective organizational patterns as determined by purpose: varied placement of thesis for effect; persuasion using comparisons (e.g., all similarities grouped together and all differences grouped together); explanations (e.g., scientific	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 16</b> Writing Powerful Paragraphs <b>Chapter 18</b> Personal Writing <b>Chapter 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>3.1.2.g</b> Emphasizes key ideas through appropriate use of text features (e.g., headings, diagrams, graphs, bullets, blank space).	<b>Chapter 13</b> Introduction to the Writing Process

Standard	Chapter(s)
3.2.1.a Writes with a clearly defined voice appropriate to audience.	<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
3.2.1.b Writes in an individual, knowledgeable, and consistent voice in expository, technical, and persuasive writing.	<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 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
3.2.2.a Selects and uses precise language to persuade or inform.	<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 20</b> Persuasive Writing <b>Chapter 29</b> Critical Thinking
3.2.2.b Selects and uses precise language in poetic and narrative writing.	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 18</b> Personal Writing <b>Chapter 22</b> Creative Writing
3.2.2.d Selects and uses specialized vocabulary relevant to a specific content area (e.g., plate tectonics, mitosis, photosynthesis).	<b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 28</b> Vocabulary Power
3.2.2.e Selects and uses literary devices deliberately (e.g., extended metaphor, symbols, analogies).	<b>Chapter 15</b> Writing Strong Sentences
3.2.2.f Selects and uses sound devices deliberately in prose and poetry (e.g., assonance, consonance).	<b>Chapter 22</b> Creative Writing
3.2.2.g Considers connotation and denotation, including cultural connotation, when selecting words (police officer vs. cop, bias vs. prejudice).	<b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 18</b> Personal Writing
3.2.3.a Writes a variety of sentence structures and lengths to create a cadence appropriate for diverse audiences, purposes, and forms.	<b>Chapter 2</b> The Sentence Base <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 15</b> Writing Strong Sentences
3.2.3.b Writes a variety of sentence structures (e.g., absolutes to add detail and elaborate: "Fingers gripping the table, the student waited for the results.").	<b>Chapter 2</b> The Sentence Base <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 15</b> Writing Strong Sentences

Standard	Chapter(s)
3.2.3.c Writes short sentences and phrases in technical writing.	<b>Chapter 2</b> The Sentence Base <b>Chapter 3</b> Phrases <b>Chapter 4</b> Clauses <b>Chapter 7</b> Subject/Verb Agreement <b>Chapter 15</b> Writing Strong Sentences
3.2.3.d Uses a variety of sentence structures (e.g., line breaks, stanzas, pattern, repetition) to purposefully shape a poem.	<b>Chapter 2</b> The Sentence Base <b>Chapter 4</b> Clauses <b>Chapter 22</b> Creative Writing
3.3.1.a Makes necessary adjustment in delivery and language during presentations based on interpretation of verbal and nonverbal cues to reflect ongoing responsiveness to audience.	<b>Chapter 27</b> Speeches and Presentations <b>Chapter 31</b> Study Skills and Test-taking
3.3.1.b Read professional-level materials, including electronic information, that match career or academic interests and demonstrate understanding of the content.	<b>Chapter 31</b> Study Skills and Test-taking
3.3.1.c Select and use appropriate skills for reading a variety of documents (e.g., tables, blueprints, electronic technology manuals, bills of lading, medical charts, mechanical manuals).	<b>Chapter 31</b> Study Skills and Test-taking
3.3.2.a Uses spelling rules and patterns from previous grades.	<b>Chapter 18</b> Personal Writing <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking
3.3.2.b Uses multiple strategies to spell. Examples: homophones (e.g., council and counsel, stationary and stationery); affixes (e.g., -cian, -ness); roots (e.g., anthropology, philosophy); foreign spellings (e.g., alumna/alumnae/alumnus, medium/media, datum/dat	<b>Chapter 18</b> Personal Writing <b>Chapter 30</b> Spelling <b>Chapter 31</b> Study Skills and Test-taking
3.3.2.c Uses resources to correct own spelling.	<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 28</b> Vocabulary Power <b>Chapter 31</b> Study Skills and Test-taking

Standard	Chapter(s)
3.3.3.a Uses capitalization rules from previous grades.	<b>Chapter 9</b> Capitalization <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 31</b> Study Skills and Test-taking
3.3.3.b Uses resources to check capitalization.	<b>Chapter 9</b> Capitalization <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 28</b> Vocabulary Power <b>Chapter 31</b> Study Skills and Test-taking
3.3.4.a Uses punctuation rules from previous grades.	<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 31</b> Study Skills and Test-taking
3.3.4.b Uses commas to set off nonrestrictive clauses (e.g., The gym, which was built last year, is used every day.).	<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 31</b> Study Skills and Test-taking
3.3.4.c Uses brackets around an editorial correction or to set off added words.	<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 31</b> Study Skills and Test-taking

Standard	Chapter(s)
<p><b>3.3.4.d</b> Uses the em dash to indicate emphasis or a sudden break, to set off an introductory series, or to show interrupted speech.</p>	<p><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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.4.e</b> Use appropriate punctuation when writing in other languages (e.g., Rene).</p>	<p><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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.4.f</b> Uses resources to check punctuation.</p>	<p><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 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.a</b> Applies usage rules from previous grades.</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>3.3.5.b</b> Avoids dangling modifiers (e.g., "After I stood in line for hours, I discovered the tickets were sold out." Incorrect: "After standing in line for hours, the tickets were sold out." The second sentence makes it appear that the tickets were in line.).</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.c</b> Uses who vs. whom correctly.</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.d</b> Uses that vs. which and that vs. who correctly.</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.e</b> Uses either ... or and neither ... nor correctly.</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>

Standard	Chapter(s)
<p><b>3.3.5.f</b> Uses many commonly confused words correctly (e.g., accept vs. except or can vs. may).</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.g</b> Uses active voice except when passive voice is appropriate (e.g., active voice: "They saw it." vs. passive voice: "It was seen by them.").</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 8</b> Using Adjectives and Adverbs  <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 31</b> Study Skills and Test-taking</p>
<p><b>3.3.5.h</b> Uses parallel construction in clauses. Parallel: The coach told the players they should get plenty of sleep, they should eat well, and they should do some warm-up exercises. Not parallel: The coach told the players they should get plenty of sleep, that th</p>	<p><b>Chapter 3</b> Phrases  <b>Chapter 4</b> Clauses  <b>Chapter 7</b> Subject/Verb Agreement  <b>Chapter 15</b> Writing Strong Sentences</p>
<p><b>3.3.5.i</b> Uses resources to check usage.</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 8</b> Using Adjectives and Adverbs  <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 28</b> Vocabulary Power  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.3.6.a</b> May use fragments in dialogue as appropriate.</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>3.3.8.a</b> Cites sources according to prescribed format (e.g., MLA, APA, Turabian).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>3.4.2.a</b> Critique author's choice of literary genres to convey a message.</p>	<p><b>Chapter 21</b> Writing About Literature  <b>Chapter 29</b> Critical Thinking</p>

Standard	Chapter(s)
<p><b>3.4.2.b</b> Explain how meaning is enhanced through various features of poetry, including sound (rhythm, repetition, alliteration), structure (meter, rhyme scheme), and graphic elements (line length, punctuation, word placement).</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.3.a</b> Compare motivations and reactions of literary characters from different historical/cultural backgrounds when confronting similar conflicts.</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.3.b</b> Characterize the presentation of a similar theme or topic across genres and explain how the selection of genre shapes the theme or topic.</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.4.a</b> Examine the ways in which works of literature are related to the issues and themes of their historical periods (e.g., the Gold Rush, civil rights movement, post-World War II Europe).</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.4.4.b</b> Critique the contribution to society made by traditional, classic, and/or contemporary works of literature that deal with similar topics and problems (e.g., individual needs vs. needs of society, community maintenance, civil disobedience, humanity's relationship with nature).</p>	<p><b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking</p>
<p><b>4.1.1.a</b> Critiques writing, independently and in groups, according to detailed scoring guide, sometimes developed collaboratively (e.g., checklist, rubric, continuum).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing</p>
<p><b>4.1.2.a</b> Explains strengths and weaknesses of own writing using criteria (e.g., content or performance standards, WASL or 6-trait rubrics).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process <b>Chapter 14</b> The Six Traits of Good Writing <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>4.1.2.b</b> Rereads own work for the craft of writing (e.g., character development, irony, tone) as well as the content (e.g., quotations to support contentions).</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>4.1.2.d</b> Provides evidence that goals have been met (e.g., selects pieces for culminating exhibition).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>

Standard	Chapter(s)
<p><b>4.2.1.a</b> Sets goals for all forms of oral communication using feedback and creates a plan to meet the goals (e.g., group work, formal presentation, conversation, interview, debate).</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 29</b> Critical Thinking</p>
<p><b>4.2.1.b</b> Analyzes progress (e.g., "My free verse needs better imagery.").</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>4.2.1.c</b> Evaluates goals (e.g., "I need to allow time for substantive revisions.").</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>4.2.1.d</b> Adjusts goals (e.g., "I will write a ballad next quarter.").</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>
<p><b>4.2.1.e</b> Maintains a written log of long-term goals (e.g., "I will try other genres, vary points of view, elaborate on evidence, and seek publication.") and a portfolio of work.</p>	<p><b>Chapter 13</b> Introduction to the Writing Process</p>