

Wyoming State Standards (Grade 9)

This chart correlates the Wyoming State Standards to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level**.

Standard	Chapter(s)
1.1.A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including literal comprehension (main idea, summarizing, paraphrasing).	Chapter 31 Study Skills and Test-taking
1.1.A.2 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).	Chapter 31 Study Skills and Test-taking
1.1.B.1 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.B.1 Students understand elements of literature including character development (character's actions, beliefs, motives, reactions, and feelings).	Chapter 21 Writing About Literature
1.2.B.2 Students understand elements of literature including point of view including underlying author purpose.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
1.2.B.3 Students understand elements of literature including setting including historical/cultural context.	Chapter 21 Writing About Literature
1.2.B.4 Students understand elements of literature including universal themes including the philosophical assumptions and underlying beliefs of author's work.	Chapter 21 Writing About Literature
1.2.B.5 Students understand elements of literature including complex elements of plot development including time and sequence elements such as flashback and foreshadowing.	Chapter 21 Writing About Literature
1.2.C.1 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: Symbolism Mood/tone; Allusion Irony Figurative language (metaphor, simile, personification) Analogy Exaggeration Archetypes Symbolism	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
1.2.D.1 Students use the language and perspectives of literary criticism to evaluate literary works.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>1.3.A.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can explain author's intent.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking</p>
<p>1.3.A.2 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can evaluate for accuracy, relevance, and bias.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 31 Study Skills and Test-taking</p>
<p>1.3.A.3 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can make generalizations and inferences based on implicit and explicit information.</p>	<p>Chapter 26 Communication in the Digital Age Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.3.B.2 Students conduct research using a variety of grade-appropriate sources and can analyze and interpret technical data, written directions, and technical manuals.</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>2.1.A.1 Students write a variety of level-appropriate modes/genres by explaining ideas in their reading.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.1.A.2 Students write a variety of level-appropriate modes/genres by elaborating on concepts in literature.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>2.1.A.3 Students write a variety of level-appropriate modes/ genres by using others' works as models for effective 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 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.1.B.1 Students use strategies to generate ideas for written work including considering audience and purpose in planning.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.1.B.2 Students use strategies to generate ideas for written work including developing a focus.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.1.B.3 Students use strategies to generate ideas for written work including using vivid, specific and relevant details and concepts.</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)
<p>2.1.C.1 Students use organization skills to arrange paragraphs into logical progression.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.C.2 Students use organization skills to include a concluding statement.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.C.3 Students use organization skills to use transitions in written work.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.D.1 Students use meaningful voice by adapting writing for different audiences and purposes by using suitable content, vocabulary, style, structure, tone and voice.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.D.2 Students use meaningful voice by adapting writing for different audiences and purposes by considering background, age, knowledge of audience.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.D.3 Students use meaningful voice by adapting writing for different audiences and purposes by using appropriate level of formality.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>2.1.E.1 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses 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</p>
<p>2.1.F.1 Students use meaningful word choice appropriate to purpose to achieve a specific tone.</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)
<p>2.1.G.1 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by using commonly confused terms appropriately.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.1.G.2 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by capitalizing names of regions.</p>	<p>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</p>
<p>2.1.G.3 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by using noun-pronoun agreements.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.1.G.4 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by using ellipses and semicolons.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.1.G.5 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by using conditional tenses.</p>	<p>Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>2.1.G.6 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by using parallel structure.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>2.1.H.1 Students use strategies to draft and revise written work such as producing multiple drafts.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.1.I.1 Students use strategies to edit and publish written work.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.A.1 Students write and share literary analyses, using grade level-appropriate strategies by examining literature from several critical perspectives.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>2.2.A.2 Students write and share literary analyses, using grade level-appropriate strategies by analyzing author's stylistic devices and effects.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>2.2.A.3 Students write and share literary analyses, using grade level-appropriate strategies by analyzing author's use of literary elements.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>2.2.A.4 Students write and share literary analyses, using grade level-appropriate strategies by using information in a text to support assertions.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>2.2.B.1 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to convey a unifying theme or tone.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.B.2 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to use sensory details to describe sights, sounds, movement, and gestures.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.B.3 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to use interior monologue to convey feelings.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.B.4 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to pace action with changes in time and mood.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.D.1 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies by using evidence to support a thesis.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>2.2.D.2 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies by addressing author biases and concerns.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>2.2.D.3 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies by using information and ideas from primary and secondary sources.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>2.2.D.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies by documenting sources using appropriate standard formats.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>3.1.A.1 Explaining a speaker's or performer's intent.</p>	<p>Chapter 29 Critical Thinking</p>
<p>3.1.B.1 Evaluating the accuracy, relevance, and bias of sources.</p>	<p>Chapter 29 Critical Thinking</p>
<p>3.2 Students use others' works for models for effective speaking.</p>	<p>Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>3.3.A.1 Developing an introduction and conclusion.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.3.B.1 Using relevant details to support ideas.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.3.C.1 Citing information sources.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.4.A.1 Presenting a coherent argument.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.4.B.1 Citing persuasive evidence.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.4.C.1 Using rhetorical strategies to support reasoning.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.4.D.1 Addressing counter-arguments and concerns.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.5 Students present oral interpretations of literature.</p>	<p>Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations</p>
<p>3.6 Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.7 Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.</p>	<p>Chapter 26 Communication in the Digital Age</p>
<p>3.8.A.1 Considering others' ideas and opinions before responding.</p>	<p>Chapter 29 Critical Thinking</p>
<p>3.9.B.1 Using stereotypes.</p>	<p>Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
3.9.D.1 Explaining techniques and impact of media on audiences, politics, and daily life.	Chapter 29 Critical Thinking
3.9.E.1 Techniques used for particular audiences.	Chapter 29 Critical Thinking
ELA.1.10 Create or retell a story using picture cards.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
ELA.1.11 Identify the characters in a story.	Chapter 21 Writing About Literature
ELA.1.17 Help plan a trip with family or friends.	Chapter 29 Critical Thinking
ELA.1.7 Respond to picture cue.	Chapter 28 Vocabulary Power
ELA.1.9 Recognize functional words in a variety of contexts.	Chapter 28 Vocabulary Power
ELA.2.1 Participate in the development of experience stories.	Chapter 21 Writing About Literature
ELA.2.10 Dictate response to literature to another person or by use of a device.	Chapter 21 Writing About Literature
ELA.2.11 Reproduce personal information.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking
ELA.2.3 Use an individualized communication system to share information.	Chapter 13 Introduction to the Writing Process
ELA.3.23 Listen attentively to talking books.	Chapter 29 Critical Thinking
ELA.3.3 Listen attentively upon request.	Chapter 29 Critical Thinking
ELA.4.4 Use augmentative communication device to communicate.	Chapter 26 Communication in the Digital Age
ELA.4.8 Use communication board.	Chapter 27 Speeches and Presentations