Ohio Academic Content Standards (Grade 6)

This chart correlates the Ohio Academic Content Standards to the chapters of *The Essential Guide to Language, Writing, and Literature, Red Level.*

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<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>1.A This standard is a K-3 standard. Therefore, there are no benchmarks beyond third grade.</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
</tbody>
</table>
| **10.1 Grade Level Indicator:** Listening and Viewing: Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). | Chapter 32 Critical Thinking  
Chapter 37 Speaking and Listening |
| **10.10 Grade Level Indicator:** Speaking Applications: Deliver persuasive presentations that: establish a clear position; include relevant evidence to support position and to address potential concerns of listeners; and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution). | Chapter 32 Critical Thinking  
Chapter 37 Speaking and Listening |
| **10.2 Grade Level Indicator:** Listening and Viewing: Summarize the main idea and draw conclusions from presentations and visual media. | Chapter 32 Critical Thinking |
| **10.3 Grade Level Indicator:** Listening and Viewing: Interpret the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade). | Chapter 32 Critical Thinking |
| **10.4 Grade Level Indicator:** Listening and Viewing: Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. | Chapter 32 Critical Thinking |
| **10.6 Grade Level Indicator:** Speaking Skills and Strategies: Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas. | Chapter 37 Speaking and Listening |
| **10.7 Grade Level Indicator:** Speaking Skills and Strategies: Adjust speaking content and style according to the needs of the situation, setting and audience. | Chapter 37 Speaking and Listening |
| **10.8 Grade Level Indicator:** Speaking Applications: Deliver informational presentations (e.g., expository, research) that: demonstrate an understanding of the topic and present events or ideas in a logical sequence; support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast); use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and draw from multiple sources and identify sources used. | Chapter 31 Written Communication  
Chapter 37 Speaking and Listening |
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<td><strong>10.9</strong> Grade Level Indicator: Speaking Applications: Deliver</td>
<td>Chapter 37 Speaking and Listening</td>
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<tr>
<td>formal and informal descriptive presentations that convey</td>
<td></td>
</tr>
<tr>
<td>relevant information and descriptive details.</td>
<td></td>
</tr>
<tr>
<td><strong>10.A</strong> Use effective listening strategies, summarize major ideas</td>
<td>Chapter 32 Critical Thinking</td>
</tr>
<tr>
<td>and draw logical inferences from presentations and visual</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td>media.</td>
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</tr>
<tr>
<td><strong>10.B</strong> Explain a speaker's point of view and use of persuasive</td>
<td>Chapter 32 Critical Thinking</td>
</tr>
<tr>
<td>techniques in presentations and visual media.</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td><strong>10.C</strong> Vary language choice and use effective presentation</td>
<td>Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td>techniques, including voice modulation and enunciation.</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td><strong>10.D</strong> Select an organizational structure appropriate to the topic,</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td>audience, setting and purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>10.E</strong> Present ideas in a logical sequence and use effective</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td>introductions and conclusions that guide and inform a</td>
<td></td>
</tr>
<tr>
<td>listener's understanding of key ideas.</td>
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<tr>
<td><strong>10.F</strong> Give presentations using a variety of delivery methods,</td>
<td>Chapter 31 Written Communication</td>
</tr>
<tr>
<td>visual materials and technology.</td>
<td>Chapter 37 Speaking and Listening</td>
</tr>
<tr>
<td><strong>2.1</strong> Grade Level Indicator: Contextual Understanding: Define the</td>
<td>Chapter 35 Vocabulary Development</td>
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<tr>
<td>meaning of unknown words by using context clues and the author's use</td>
<td></td>
</tr>
<tr>
<td>of definition, restatement and example.</td>
<td></td>
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<tr>
<td><strong>2.2</strong> Grade Level Indicator: Conceptual Understanding: Apply</td>
<td>Chapter 35 Vocabulary Development</td>
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<tr>
<td>knowledge of connotation and denotation to determine the meaning of</td>
<td></td>
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<tr>
<td>words.</td>
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<tr>
<td><strong>2.3</strong> Grade Level Indicator: Conceptual Understanding: Identify</td>
<td>Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td>analogies and other word relationships, including synonyms and</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>antonyms, to determine the meaning of words.</td>
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<tr>
<td><strong>2.4</strong> Grade Level Indicator: Conceptual Understanding: Interpret</td>
<td>Chapter 29 Writing About Literature</td>
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<tr>
<td>metaphors and similes to understand new uses of words and phrases in</td>
<td>Chapter 33 Critical Reading</td>
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<tr>
<td>text.</td>
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<tr>
<td><strong>2.5</strong> Grade Level Indicator: Conceptual Understanding: Recognize</td>
<td>Chapter 35 Vocabulary Development</td>
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<tr>
<td>and use words from other languages that have been adopted into the</td>
<td></td>
</tr>
<tr>
<td>English language.</td>
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<tr>
<td><strong>2.6</strong> Grade Level Indicator: Structural Understanding: Apply the</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>knowledge of prefixes, suffixes and roots and their various</td>
<td>Chapter 36 Spelling Strategies</td>
</tr>
<tr>
<td>inflections to analyze the meanings of words.</td>
<td></td>
</tr>
<tr>
<td><strong>2.8</strong> Grade Level Indicator: Tools and Resources: Determine the</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>meanings and pronunciations of unknown words by using dictionaries,</td>
<td></td>
</tr>
<tr>
<td>thesauruses, glossaries, technology and textual features, such as</td>
<td></td>
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<tr>
<td>definitional footnotes or sidebars.</td>
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<td>Standard</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>2.A Use context clues and text structures to determine the meaning of new vocabulary.</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>2.B Infer word meaning through identification and analysis of analogies and other word relationships.</td>
<td>Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td>2.C Apply knowledge of connotation and denotation to learn the meanings of words.</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>2.D Use knowledge of symbols, acronyms, word origins and derivations to determine the meanings of unknown words.</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>2.E Use knowledge of roots and affixes to determine the meanings of complex words.</td>
<td>Chapter 35 Vocabulary Development, Chapter 36 Spelling Strategies</td>
</tr>
<tr>
<td>2.F Use multiple resources to enhance comprehension of vocabulary.</td>
<td>Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td>3.1 Grade Level Indicator: Comprehension Strategies: Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</td>
<td>Chapter 33 Critical Reading</td>
</tr>
<tr>
<td>3.10 Grade Level Indicator: Independent Reading: Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</td>
<td>Chapter 33 Critical Reading</td>
</tr>
<tr>
<td>3.2 Grade Level Indicator: Comprehension Strategies: Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</td>
<td>Chapter 33 Critical Reading</td>
</tr>
<tr>
<td>3.3 Grade Level Indicator: Comprehension Strategies: Make critical comparisons across texts, noting author's style as well as literal and implied content of text.</td>
<td>Chapter 29 Writing About Literature</td>
</tr>
<tr>
<td>3.4 Grade Level Indicator: Comprehension Strategies: Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.</td>
<td>Chapter 29 Writing About Literature, Chapter 32 Critical Thinking, Chapter 33 Critical Reading, Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td>3.5 Grade Level Indicator: Comprehension Strategies: Select, create and use graphic organizers to interpret textual information.</td>
<td>Chapter 33 Critical Reading, Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td>3.6 Grade Level Indicator: Comprehension Strategies: Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</td>
<td>Chapter 32 Critical Thinking, Chapter 33 Critical Reading, Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
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</tbody>
</table>
| **3.7** Grade Level Indicator: Self-Monitoring Strategies: Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text. | Chapter 29 Writing About Literature  
Chapter 32 Critical Thinking  
Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| **3.8** Grade Level Indicator: Self-Monitoring Strategies: List questions and search for answers within the text to construct meaning. | Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| **3.A** Determine a purpose for reading and use a range of reading comprehension strategies to better understand text. | Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| **3.B** Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas. | Chapter 29 Writing About Literature  
Chapter 32 Critical Thinking  
Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| **3.C** Make meaning through asking and responding to a variety of questions related to text. | Chapter 33 Critical Reading  
Chapter 35 Vocabulary Development |
| **3.D** Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension. | Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| **4.2** Grade Level Indicator: Analyze examples of cause and effect and fact and opinion. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading |
| **4.3** Grade Level Indicator: Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources | Chapter 33 Critical Reading |
| **4.4** Grade Level Indicator: Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading |
| **4.7** Grade Level Indicator: Identify and understand an author's purpose for writing, including to explain, entertain, persuade or inform. | Chapter 34 Study and Test-Taking Skills |
| **4.8** Grade Level Indicator: Summarize information from informational text, identifying the treatment, scope and organization of ideas. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading |
| **4.B** Recognize the difference between cause and effect and fact and opinion to analyze text. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading |
| **4.D** Identify arguments and persuasive techniques used in informational text. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading |
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| 4.E Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic. | Chapter 32 Critical Thinking  
Chapter 33 Critical Reading  
Chapter 34 Study and Test-Taking Skills |
| 5.1 Grade Level Indicator: Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; character's own thoughts, words or actions. | Chapter 29 Writing About Literature |
| 5.2 Grade Level Indicator: Identify the features of setting and explain their importance in literary text. | Chapter 29 Writing About Literature |
| 5.3 Grade Level Indicator: Identify the main and minor events of the plot, and explain how each incident gives rise to the next. | Chapter 29 Writing About Literature |
| 5.4 Grade Level Indicator: Explain first, third and omniscient points of view, and explain how voice affects the text. | Chapter 29 Writing About Literature |
| 5.5 Grade Level Indicator: Identify recurring themes, patterns and symbols found in literature from different eras and cultures. | Chapter 29 Writing About Literature |
| 5.6 Grade Level Indicator: Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. | Chapter 29 Writing About Literature |
| 5.A Describe and analyze the elements of character development. | Chapter 29 Writing About Literature |
| 5.B Analyze the importance of setting. | Chapter 29 Writing About Literature |
| 5.C Identify the elements of plot and establish a connection between an element and a future event. | Chapter 29 Writing About Literature |
| 5.D Differentiate between the points of view in narrative text. | Chapter 29 Writing About Literature |
| 5.E Demonstrate comprehension by inferring themes, patterns and symbols. | Chapter 29 Writing About Literature |
| 5.F Identify similarities and differences of various literary forms and genres. | Chapter 29 Writing About Literature |
| 5.G Explain how figurative language expresses ideas and conveys mood. | Chapter 29 Writing About Literature  
Chapter 33 Critical Reading |
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| **6.1** Grade Level Indicator: Prewriting: Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **6.10** Grade Level Indicator: Drafting, Revising and Editing: Use available technology to compose text. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **6.11** Grade Level Indicator: Drafting, Revising and Editing: Reread and analyze clarity of writing. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
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| **6.12** Grade Level Indicator: Drafting, Revising and Editing: Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills  
Chapter 35 Vocabulary Development |
| **6.13** Grade Level Indicator: Drafting, Revising and Editing: Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills  
Chapter 35 Vocabulary Development |
| **6.14** Grade Level Indicator: Drafting, Revising and Editing: Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
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| **6.15** Grade Level Indicator: Drafting, Revising and Editing: Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. | Chapter 1 The Parts of a Sentence  
Chapter 3 Verbs  
Chapter 4 Adjectives and Adverbs  
Chapter 6 Complements  
Chapter 9 Clauses  
Chapter 10 Sentence Fragments and Run-ons  
Chapter 11 Using Verbs  
Chapter 12 Using Pronouns  
Chapter 14 Using Adjectives and Adverbs  
Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **6.16** Grade Level Indicator: Drafting, Revising and Editing: Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions |
| **6.17** Grade Level Indicator: Publishing: Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication |
| **6.2** Grade Level Indicator: Prewriting: Conduct background reading, interviews or surveys when appropriate. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
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| **6.3** Grade Level Indicator: Prewriting: Establish a thesis statement for informational writing or a plan for narrative writing. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing |
| **6.4** Grade Level Indicator: Prewriting: Determine a purpose and audience. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **6.5** Grade Level Indicator: Prewriting: Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **6.6** Grade Level Indicator: Drafting, Revising and Editing: Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills |
| **6.7** Grade Level Indicator: Drafting, Revising and Editing: Vary simple, compound and complex sentence structures. | Chapter 1 The Parts of a Sentence  
Chapter 9 Clauses  
Chapter 10 Sentence Fragments and Run-ons  
Chapter 23 Writing Effective Compositions |
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<tr>
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</table>
| 6.8 Grade Level Indicator: Drafting, Revising and Editing: Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills  
Chapter 35 Vocabulary Development |
| 6.9 Grade Level Indicator: Drafting, Revising and Editing: Vary language and style as appropriate to audience and purpose. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| 6.A Generate writing topics and establish a purpose appropriate for the audience. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| 6.B Determine audience and purpose for self-selected and assigned writing tasks. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
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<tr>
<td><strong>6.C</strong> Clarify ideas for writing assignments by using graphics or other organizers.</td>
<td>Chapter 19 Introduction to the Writing Process</td>
</tr>
<tr>
<td><strong>6.D</strong> Use revision strategies to improve the overall organization, the clarity and consistency of ideas within and among paragraphs and the logic and effectiveness of word choices.</td>
<td>Chapter 19 Introduction to the Writing Process, Chapter 20 The Six Traits of Good Writing, Chapter 23 Writing Effective Compositions, Chapter 24 Personal Writing, Chapter 25 Using Description, Chapter 26 Writing to Inform and Explain, Chapter 27 Writing to Persuade, Chapter 28 Creative Writing, Chapter 30 Writing Research Reports, Chapter 31 Written Communication, Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td><strong>6.E</strong> Select more effective vocabulary when editing by using a variety of resources and reference materials.</td>
<td>Chapter 19 Introduction to the Writing Process, Chapter 24 Personal Writing, Chapter 25 Using Description, Chapter 26 Writing to Inform and Explain, Chapter 27 Writing to Persuade, Chapter 28 Creative Writing, Chapter 30 Writing Research Reports, Chapter 31 Written Communication, Chapter 35 Vocabulary Development</td>
</tr>
<tr>
<td><strong>6.F</strong> Edit to improve fluency, grammar and usage.</td>
<td>Chapter 19 Introduction to the Writing Process, Chapter 24 Personal Writing, Chapter 25Using Description, Chapter 26 Writing to Inform and Explain, Chapter 27 Writing to Persuade, Chapter 28 Creative Writing, Chapter 30 Writing Research Reports, Chapter 31 Written Communication, Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td><strong>6.G</strong> Apply tools to judge the quality of writing.</td>
<td>Chapter 19 Introduction to the Writing Process, Chapter 20 The Six Traits of Good Writing, Chapter 23 Writing Effective Compositions</td>
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</tbody>
</table>
| 6.H Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics. | Chapter 19 Introduction to the Writing Process  
Chapter 23 Writing Effective Compositions  
Chapter 25 Using Description  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication |
| 7.1 Grade Level Indicator: Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 28 Creative Writing  
Chapter 35 Vocabulary Development |
| 7.2 Grade Level Indicator: Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text. | Chapter 33 Critical Reading |
| 7.3 Grade Level Indicator: Write letters that state the purpose, make requests or give compliments and use business letter format. | Chapter 31 Written Communication |
| 7.4 Grade Level Indicator: Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
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</thead>
</table>
| **7.5** Grade Level Indicator: Write persuasive essays that establish a clear position and include organized and relevant information to support ideas. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 27 Writing to Persuade  
Chapter 32 Critical Thinking  
Chapter 35 Vocabulary Development |
| **7.6** Grade Level Indicator: Produce informal writings (e.g., journals, notes and poems) for various purposes. | Chapter 28 Creative Writing                   |
| **7.A** Use narrative strategies (e.g., dialogue and action) to develop characters, plot and setting and to maintain a consistent point of view. | Chapter 24 Personal Writing                   |
| **7.B** Write responses to literature that extend beyond the summary and support judgments through references to the text. | Chapter 33 Critical Reading                   |
| **7.C** Produce letters (e.g., business, letters to the editor, job applications) that address audience needs, stated purpose and context in a clear and efficient manner. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 26 Writing to Inform and Explain  
Chapter 27 Writing to Persuade  
Chapter 28 Creative Writing  
Chapter 30 Writing Research Reports  
Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **7.D** Produce informational essays or reports that convey a clear and accurate perspective and support the main ideas with facts, details, examples and explanations. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 35 Vocabulary Development |
| **7.E** Use persuasive strategies, including establishing a clear position in support of a proposition or a proposal with organized and relevant evidence. | Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 21 Developing Your Writing Style  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 27 Writing to Persuade  
Chapter 32 Critical Thinking  
Chapter 35 Vocabulary Development |
<table>
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<tr>
<th>Standard</th>
<th>Chapter(s)</th>
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| **8.1 Grade Level Indicator: Spelling: Spell frequently misspelled and high-frequency words correctly.** | Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills  
Chapter 36 Spelling Strategies |
| **8.2 Grade Level Indicator: Punctuation and Capitalization: Use commas, end marks, apostrophes and quotation marks correctly.** | Chapter 1 The Parts of a Sentence  
Chapter 16 End Marks and Commas  
Chapter 17 Italics and Quotation Marks  
Chapter 18 Other Punctuation  
Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills |
| **8.3 Grade Level Indicator: Punctuation and Capitalization: Use semicolons, colons, hyphens, dashes and brackets.** | Chapter 1 The Parts of a Sentence  
Chapter 16 End Marks and Commas  
Chapter 17 Italics and Quotation Marks  
Chapter 18 Other Punctuation  
Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills |
| **8.4 Grade Level Indicator: Punctuation and Capitalization: Use correct capitalization.** | Chapter 15 Capitalization  
Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 23 Writing Effective Compositions  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills |
| **8.5 Grade Level Indicator: Grammar and Usage: Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).** | Chapter 2 Nouns and Pronouns  
Chapter 3 Verbs  
Chapter 4 Adjectives and Adverbs  
Chapter 6 Complements  
Chapter 11 Using Verbs  
Chapter 12 Using Pronouns  
Chapter 14 Using Adjectives and Adverbs  
Chapter 35 Vocabulary Development |
| **8.6 Grade Level Indicator: Grammar and Usage: Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.** | Chapter 3 Verbs  
Chapter 11 Using Verbs |
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<th>Standard</th>
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<tr>
<td><strong>8.7</strong> Grade Level Indicator: Grammar and Usage: Use nominative, objective, possessive, indefinite and relative pronouns.</td>
<td>Chapter 2 Nouns and Pronouns&lt;br&gt;Chapter 3 Verbs&lt;br&gt;Chapter 4 Adjectives and Adverbs&lt;br&gt;Chapter 6 Complements&lt;br&gt;Chapter 11 Using Verbs&lt;br&gt;Chapter 12 Using Pronouns&lt;br&gt;Chapter 14 Using Adjectives and Adverbs&lt;br&gt;Chapter 35 Vocabulary Development&lt;br&gt;Chapter 36 Spelling Strategies</td>
</tr>
<tr>
<td><strong>8.8</strong> Grade Level Indicator: Grammar and Usage: Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</td>
<td>Chapter 2 Nouns and Pronouns&lt;br&gt;Chapter 3 Verbs&lt;br&gt;Chapter 4 Adjectives and Adverbs&lt;br&gt;Chapter 6 Complements&lt;br&gt;Chapter 11 Using Verbs&lt;br&gt;Chapter 12 Using Pronouns&lt;br&gt;Chapter 13 Subject and Verb Agreement&lt;br&gt;Chapter 14 Using Adjectives and Adverbs&lt;br&gt;Chapter 19 Introduction to the Writing Process&lt;br&gt;Chapter 20 The Six Traits of Good Writing&lt;br&gt;Chapter 24 Personal Writing&lt;br&gt;Chapter 34 Study and Test-Taking Skills</td>
</tr>
<tr>
<td><strong>8.A</strong> Use correct spelling conventions.</td>
<td>Chapter 23 Writing Effective Compositions&lt;br&gt;Chapter 24 Personal Writing&lt;br&gt;Chapter 34 Study and Test-Taking Skills&lt;br&gt;Chapter 36 Spelling Strategies</td>
</tr>
<tr>
<td><strong>8.B</strong> Use conventions of punctuation and capitalization in written work.</td>
<td>Chapter 1 The Parts of a Sentence&lt;br&gt;Chapter 15 Capitalization&lt;br&gt;Chapter 16 End Marks and Commas&lt;br&gt;Chapter 17 Italicics and Quotation Marks&lt;br&gt;Chapter 18 Other Punctuation&lt;br&gt;Chapter 19 Introduction to the Writing Process&lt;br&gt;Chapter 20 The Six Traits of Good Writing&lt;br&gt;Chapter 23 Writing Effective Compositions&lt;br&gt;Chapter 24 Personal Writing&lt;br&gt;Chapter 34 Study and Test-Taking Skills</td>
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| **8.C** Use grammatical structures to effectively communicate ideas in writing. | Chapter 3 Verbs  
Chapter 4 Adjectives and Adverbs  
Chapter 6 Complements  
Chapter 11 Using Verbs  
Chapter 12 Using Pronouns  
Chapter 14 Using Adjectives and Adverbs  
Chapter 19 Introduction to the Writing Process  
Chapter 20 The Six Traits of Good Writing  
Chapter 24 Personal Writing  
Chapter 34 Study and Test-Taking Skills |
| **9.2** Grade Level Indicator: Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). | Chapter 31 Written Communication  
Chapter 34 Study and Test-Taking Skills |
| **9.4** Grade Level Indicator: Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers). | Chapter 19 Introduction to the Writing Process  
Chapter 34 Study and Test-Taking Skills |
| **9.5** Grade Level Indicator: Compare and contrast important findings and select sources to support central ideas, concepts and themes. | Chapter 32 Critical Thinking  
Chapter 34 Study and Test-Taking Skills |
| **9.8** Grade Level Indicator: Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question. | Chapter 30 Writing Research Reports  
Chapter 37 Speaking and Listening |
| **9.B** Locate and summarize important information from multiple sources. | Chapter 32 Critical Thinking  
Chapter 34 Study and Test-Taking Skills |
| **9.C** Organize information in a systematic way. | Chapter 32 Critical Thinking  
Chapter 34 Study and Test-Taking Skills |
| **9.E** Communicate findings orally, visually and in writing or through multimedia. | Chapter 30 Writing Research Reports  
Chapter 37 Speaking and Listening |