

ARKANSAS Correlation to Grades 9-12 Language Essentials

Strand: Writing

Standard 4: Process

Students shall employ a wide range of strategies as they write, using the writing process appropriately.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	Grade 10	Grade 11	Grade 12
Prewriting	<p>W.4.9.1 Generate, gather, and organize ideas for writing - pages 539-547</p> <p>W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration - pages 12-13, 537, 545-547, 576-577</p>	<p>W.4.10.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on description - pages 547-561, 586-587</p>	<p>W.4.11.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition - pages 561-576, 11-13, 594 purpose</p>	<p>W.4.12.1 Apply appropriate prewriting strategies to address purpose and audience with emphasis on persuasion - pages 561-580 prewriting, 564-622 persuasion</p>
Drafting	<p>W.4.9.3 Communicate clearly the purpose of the writing - pages 12-13, 536-537, 562, 568, 574-581</p> <p>W.4.9.4 Write clear and varied sentences - pages 547-590</p> <p>W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information - pages 547-590</p>	<p>W.4.10.2 Communicate clearly the purpose of the writing - pages 11-12, 550, 578, 585, 608</p> <p>W.4.10.3 Write clear and varied sentences - pages 510-512, 301-302, 501-504, 597-598</p> <p>W.4.10.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information - pages 585-591</p>	<p>W.4.11.2 Communicate clearly the purpose of the writing - pages 11-13, 564, 594</p> <p>W.4.11.3 Write clear and varied sentences - pages 44-46, 349-350, 506-522, 597-598</p> <p>W.4.11.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information - pages 540-542, 569-570, 601-605</p>	<p>W.4.12.2 Communicate clearly the purpose of the writing - pages 12-14, 564, 594, 601, 608, 616, 622</p> <p>W.4.12.3 Write clear and varied sentences - pages 32-49, 576-580</p> <p>W.4.12.4 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information - pages 541-544, 601 descriptive writing, 617-619 gathering info</p>

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	<p>W.4.9.6 Adapt content vocabulary, <i>voice</i>, and <i>tone</i> to audience, purpose, and situation - pages 14-16, 135-137 voice, 14-16 tone, 12-13, 537 audience, 12-13 purpose</p> <p>W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition - pages 521-526</p>	<p>W.4.10.5 Adapt content vocabulary, <i>voice</i> and <i>tone</i> to audience, purpose, and situation - pages 12-15, 550, 578, 585, 601</p> <p>W.4.10.6 Arrange paragraphs into a logical progression with appropriate transition - pages 530-536</p>	<p>W.4.11.5 Adapt content vocabulary, <i>voice</i>, and <i>tone</i> to audience, purpose, and situation - pages 14-16, 139-141 voice, 13, 15-16 tone, 11-13, 565 audience, 11-13 purpose</p> <p>W.4.11.6 Arrange paragraphs into a logical progression with appropriate transition - pages 528-558</p>	<p>W.4.12.5 Adapt content vocabulary, <i>voice</i>, and <i>tone</i> to audience, purpose, and situation - pages 14-17, 143-145, 603, 610 voice, 14-15, 17 tone</p> <p>W.4.12.6 Arrange paragraphs into a logical progression with appropriate transition - pages 530-558</p>
Revising	<p>W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization - pages 552-554</p> <p>W.4.9.9 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> and <i>voice</i> - pages 14-16, 500-502</p> <p>W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences</p>	<p>W.4.10.7 Revise content of writing for central idea, elaboration, unity, and organization - pages 533-539, 567-569</p> <p>W.4.10.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i> - pages 510-512, 567-569</p> <p>W.4.10.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order and absence of fused sentences</p>	<p>W.4.11.7 Revise content of writing for central idea, elaboration, unity, and organization - pages 582-586</p> <p>W.4.11.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i> - pages 13, 15-16, tone, 14-16, 139-141 voice, 582-586</p> <p>W.4.11.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and</p>	<p>W.4.12.7 Revise content of writing for central idea, elaboration, unity, and organization - pages 582-586</p> <p>W.4.12.8 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i>, and <i>voice</i> - pages 14-15, 17, 143-145, 522-524, 617-619</p> <p>W.4.12.9 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and</p>

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	- pages 236-239, 486, 488-491, 491-494	- pages 290-297, 301-302, 510-512, 597-605	absence of fused sentences - pages 44-46, 291-292 subordination, 349-350, 506 fused sentences, 582-586 W.4.11.10 Evaluate how well questions of purpose, audience, and genre have been addressed - pages 581-582	absence of fused sentences - pages 352-354, 506-508 W.4.12.10 Evaluate how well questions of purpose, audience, and genre have been addressed
Editing <i>Note to teacher:</i> Align with Conventions Standard.	W.4.9.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions - pages 164-186 agreement, 554, 555 W.4.9.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling - pages 408-411 capitalization, 360-406 punctuation, 436 spelling	W.4.10.10 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions - pages 168-186 subject-verb agreement, 320-364 Part II grammar W.4.10.11 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling - pages 418-436 capitalization, 368-416 punctuation, 446-466 spelling	W.4.11.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions - pages 167-185, 334-335 agreement, 582-586 W.4.11.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling - pages 428-454 capitalization, 376-426 punctuation, 456-482 spelling	W.4.12.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions - pages 172-194 agreement, 582-586 W.4.12.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling - pages 428-454 capitalization, 380-426 punctuation, 456-482 spelling
Publishing	W.4.9.13 Refine selected pieces frequently to publish for intended audiences and purposes - pages 556-557	W.4.10.12 Refine selected pieces frequently to publish for intended audiences and purposes - pages 584, 590, 599, 606, 613	W.4.11.13 Refine selected pieces frequently to publish for intended audiences and purposes - pages 587-588	W.4.12.13 Refine selected pieces frequently to publish for intended audiences and purposes - pages 12-14, 587-588, 606-

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	Grade 9	Grade 10	Grade 11	Grade 12
	<p>W.4.9.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations - page 601</p> <p>W.4.9.15 Use available technology for all aspects of the <i>writing process</i> - pages 464-480, 532-460</p>	<p>W.4.10.13 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations - page 623</p> <p>W.4.10.14 Use available technology for all aspects of the <i>writing process</i> - pages 474-486, 546-576</p>	<p>W.4.11.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations - page 634</p> <p>W.4.11.15 Use available technology for all aspects of the <i>writing process</i> - pages 484-500</p>	<p>607, 627</p> <p>W.4.12.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations - page 636</p> <p>W.4.12.15 Use available technology for all aspects of the <i>writing process</i> - pages 484-500</p>

Strand: Writing

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	Grade 10	Grade 11	Grade 12
Purposes and Audiences	<p>W.5.9.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences - pages 12-13, 537</p>	<p>W.5.10.1 Adjust levels of formality, <i>style</i>, and <i>tone</i> when composing for different audiences - pages 7, 10, 23, 24 formality, 13-15 tone, 12, 551, 580, 602 audiences</p>	<p>W.5.11.1 Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments - pages 594-600 expressive, 606-612 literary, 540-542 persuasive</p>	<p>W.5.12.1 Use elements of <i>discourse</i> effectively when completing narrative, <i>expository</i>, persuasive, or descriptive writing assignments - pages 608-615 narrative, 541-544 persuasive, 616-621 expository, 601-607 descriptive</p>
Topics and Forms	<p>W.5.9.2 Write biographies or autobiographies that – 574-580</p> <ul style="list-style-type: none"> ⌚ communicate the significance of the events and characters ⌚ specify scenes and incidents in specific places - 577 ⌚ describe using sensory details - 565 ⌚ pace time and mood - 582 ⌚ maintain consistency in <i>point of view</i> <p>W.5.9.3 Write <i>expository</i> compositions, including analytical essays and research reports that</p> <ul style="list-style-type: none"> ⌚ assemble and convey evidence in support of the thesis - pages 581-586 <p>W.5.9.4</p>	<p>W.5.10.2 Write short stories that</p> <ul style="list-style-type: none"> ⌚ communicate the significance of the events and characters - 592 ⌚ specify scenes and incidents in specific places – 592, 594, 615, 617 ⌚ describe using sensory details – 527, 557 ⌚ pace time and mood – 144-145 ⌚ maintain consistency in <i>point of view</i> – 557-558 - 592-600 narrative writing <p>W.5.10.3 Write <i>expository</i> compositions, including analytical essays, and research reports that – 601-607</p> <ul style="list-style-type: none"> ⌚ assemble and convey evidence in support of the thesis – 614-618 ⌚ make distinctions 	<p>W.5.11.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> ⌚ assemble and convey evidence in support of the thesis - 625 ⌚ make distinctions between the relative value and significance of data, facts, and ideas – 625-638 ⌚ employ <i>visual aids</i> when appropriate - pages 613-618 <p>W.5.11.3</p>	<p>W.5.12.2 Write <i>expository</i> compositions, including analytical essays and research reports, that</p> <ul style="list-style-type: none"> ⌚ assemble and convey evidence in support of the thesis ⌚ make distinctions between the relative value and significance of data, facts and ideas ⌚ employ <i>visual aids</i> when appropriate - pages 616-621 <p>W.5.12.3</p>

Strand: Writing

Standard 5: Purposes, Topics, Forms, and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

	Grade 9	Grade 10	Grade 11	Grade 12
	<p>Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast - pages 519-521, 574-580 narration, 519-521 description, 516 exemplification, 517, 523 compare/contrast</p> <p>W.5.9.5 Write a variety of letters including letter of apology that</p> <ul style="list-style-type: none"> ⌚ follow a conventional format ⌚ address the intended audience ⌚ provide clear, purposeful information <p>- N/A</p> <p>W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>narrative</i> poetry - pages 16-19 figurative language</p> <p>W.5.9.7 Write responses to literature that</p> <ul style="list-style-type: none"> ⌚ articulate the significant ideas of 	<p>between the relative value and significance of data, facts, and ideas – 602-603</p> <p>W.5.10.4 Write using <i>rhetorical strategies</i> with special emphasis on exemplification, process/analysis, compare/contrast, and argumentation/persuasion - pages 608-613 compare/contrast, 608-613 argumentation/persuasion</p> <p>W.5.10.5 Write a variety of letters, including letters of complaint, that</p> <ul style="list-style-type: none"> ⌚ follow a conventional format ⌚ address the intended audience ⌚ provide clear, purposeful information ⌚ use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>- N/A</p> <p>W.5.10.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing lyric poetry - pages 588-591</p> <p>W.5.10.7 Write responses to literature that</p>	<p>Write using <i>rhetorical strategies</i> with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification - pages 538, 544 compare/contrast, 619-624 argum./persuasion, 538, 546 cause/effect</p> <p>W.5.11.4 Write persuasive compositions that</p> <ul style="list-style-type: none"> ⌚ structure ideas and arguments ⌚ clarify and defend positions with precise and relevant evidence ⌚ use specific <i>rhetorical devices</i> to support assertions ⌚ address readers' concerns, counterclaims, biases, and expectations <p>- pages 540-542, 619-524</p> <p>W.5.11.5 Write a variety of letters, including letters for employment and letters of request, that</p> <ul style="list-style-type: none"> ⌚ follow a conventional format ⌚ address the intended audience ⌚ provide clear, purposeful information 	<p>Write using rhetorical strategies with special emphasis on compare/contrast, argumentation/persuasion, cause/effect, and classification - pages 546-547 compare/contrast, 622-627 argum./persuasion, 547-548 cause/effect</p> <p>W.5.12.4 Write persuasive compositions that – 622-627</p> <ul style="list-style-type: none"> ⌚ structure ideas and arguments – 624-625 ⌚ clarify and defend positions with precise and relevant evidence ⌚ use specific <i>rhetorical devices</i> to support assertions ⌚ address readers' concerns, counterclaims, biases, and expectations <p>W.5.12.5 Write a variety of letters, including cover letters and letters of recommendation, that</p> <ul style="list-style-type: none"> ⌚ follow a conventiona

Strand: Writing

Standard 5: Purposes, Topics, Forms, and Audiences

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THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.

	Grade 9	Grade 10	Grade 11	Grade 12
	<p>literary works</p> <ul style="list-style-type: none"> ⌚ support important ideas with evidence from text <p>- pages 581-586</p> <p>W.5.9.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.9.9 Write across the curriculum</p>	<ul style="list-style-type: none"> ⌚ articulate the significant ideas of literary works ⌚ support important ideas and viewpoints with evidence from the text ⌚ demonstrate awareness of the author's use of stylistic devices <p>- page 604</p> <p>W.5.10.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.10.9 Write across the curriculum</p>	<ul style="list-style-type: none"> ⌚ use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>- pages 619-624</p> <p>W.5.11.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing <i>free verse</i> poetry</p> <p>W.5.11.7 Write responses to literature that</p> <ul style="list-style-type: none"> ⌚ articulate the significant ideas of literary works ⌚ support important ideas and viewpoints ⌚ analyze the author's use of stylistic devices ⌚ determine the impact of ambiguities, nuances, and complexities using evidence from the text <p>- pages 614-618</p> <p>W.5.11.8 Write on demand to a specified prompt within a given time frame</p> <p>W.5.11.9 Write across the curriculum</p>	<p>format</p> <ul style="list-style-type: none"> ⌚ address the intended audience ⌚ provide clear, purposeful information ⌚ use appropriate vocabulary, <i>tone</i>, and <i>style</i> <p>- pages 436, 12-14</p> <p>W.5.12.6 Write poems using a range of poetic techniques, forms and figurative language, emphasizing sonnets</p> <p>- pages 412, 435-436</p> <p>W.5.12.7 Write responses to literature that</p> <ul style="list-style-type: none"> ⌚ articulate the significant ideas of literary works ⌚ support important ideas and viewpoints ⌚ analyze and evaluate the author's use of stylistic devices ⌚ evaluate the impact of ambiguities, nuances, and complexities using evidence from the text <p>- pages 616-621</p>

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	Grade 9	Grade 10	Grade 11	Grade 12
				W.5.12.8 Write on demand to a specified prompt within a given time frame W.5.12.9 Write across the curriculum

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT PREVIOUS AND CURRENT GRADE.				
	Grade 9	Grade 10	Grade 11	Grade 12
Sentence Formation	<p>W.6.9.1 Use knowledge of types of clauses (main, subordinate) - pages 268-300</p> <p>W.6.9.2 Use parallel structures - pages 496-498</p> <p>W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles) - pages 272-276</p>	<p>W.6.10.1 Use verbals and verbal phrases to achieve sentence conciseness and variety - pages 280-286, 321-324 verbal, 128 verbal phrases</p>	<p>W.6.11.1 Use a variety of sentence structures, types, and lengths for effect in writing - pages 505-518, 521-522, 603-604</p>	<p>W.6.12.1 Use a variety of sentence structures, types, and lengths for effect in writing - pages 34-37, 46-49, 293-295, 352-354, 506-508, 511-514, 522-524</p>
Usage	<p>W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case - pages 30-50</p> <p>W.6.9.5 Distinguish between active and passive voice - pages 14-16, 135-137, 578</p> <p>W.6.9.6 Maintain consistent verb tense within a writing product - pages 130-134</p>	<p>W.6.10.2 Apply <i>usage</i> rules appropriately in all formal writing</p> <ul style="list-style-type: none"> ⌚ Subject verb agreement – 168-186 ⌚ Pronoun agreement – 91-95, 103 ⌚ Misplaced modifiers – 217, 219, 340-342 ⌚ Pronoun case – 95-100 ⌚ Objective complements – 154-158 <p>W.6.10.3 Demonstrate appropriate use of active and passive voice - pages 138-141, 610-611</p>	<p>W.6.11.2 Apply <i>usage</i> rules appropriately in all formal writing</p> <ul style="list-style-type: none"> ⌚ Subject verb agreement – 167-185 ⌚ Pronoun agreement – 91-95, 101 ⌚ Misplaced modifiers – 215-218 ⌚ Active and passive voice – 139-141 ⌚ Indicative and subjunctive mood – 145-147 	<p>W.6.12.2 Apply <i>usage</i> rules appropriately in all formal writing - pages 338-376</p>

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Standard 12: Research/Inquiry Process

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	Grade 9	Grade 10	Grade 11	Grade 12
	W.6.9.7 Select appropriate pronouns when writing - pages 86-116			
Spelling	W.6.9.8 Apply conventional spelling to all pieces - pages 436-456, 69-70	W.6.10.4 Apply conventional spelling to all pieces - pages 71-72, 446-472	W.6.11.3 Apply conventional spelling to all pieces - pages 71-72, 455-482	W.6.12.3 Apply conventional spelling to all pieces - pages 456-482
Capitalization	W.6.9.9 Apply conventional rules of capitalization in writing - pages 408-434	W.6.10.5 Apply conventional rules of capitalization in writing - pages 418-472	W.6.11.4 Apply conventional rules of capitalization in writing - pages 428-454	W.6.12.4 Apply conventional rules of capitalization in writing - pages 428-454
Punctuation	W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses - pages 366-370, 370-373 W.6.9.11 Use colons and dashes effectively in writing - pages 374-377, 394 W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure - pages 399-406	W.6.10.6 Apply the punctuation rules appropriately in writing - pages 368-416	W.6.11.5 Apply the punctuation rules appropriately in writing - pages 376-426	W.6.12.5 Apply the punctuation rules appropriately in writing - pages 380-426

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

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Purposefully shaping and controlling language	<p>W.7.9.1 Use figurative language effectively with emphasis on simile and personification - pages 16-19, 23-25 simile, 17-19, 23-24 personification</p> <p>W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest - pages 30-50</p> <p>W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration - pages 536, 574-580</p> <p>W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing - pages 371-372, 516-517</p> <p>W.7.9.5 Use extension and elaboration to develop an idea emphasizing the use of appositives - pages 198-200, 257-260, 278-280</p>	<p>W.7.10.1 Use figurative language effectively with emphasis on metaphor and symbolism - pages 16-19 figurative, 16-19, 23-25 metaphor</p> <p>W.7.10.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest - pages 510-512, 597-598</p> <p>W.7.10.3 Use such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, or <i>descriptive</i> writing assignments - pages 530-533, 601-607, 585-591</p> <p>W.7.10.4 Demonstrate organization, unity, and coherence by using embedded transitions and sequencing - pages 380, 528, 604</p>	<p>W.7.11.1 Use figurative language effectively with emphasis on extended metaphor and symbolism - pages 16-19, 602 figurative, 17-19 metaphor</p> <p>W.7.11.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest - pages 508-522</p> <p>W.7.11.3 Apply such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments - pages 540-542, 606-612, 613-618, 619-625, 601-605</p> <p>W.7.11.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing - pages 538, 616-617</p> <p>W.7.11.5 Use extension and multi-level elaboration to develop an idea emphasizing dependent clauses</p>	<p>W.7.12.1 Use figurative language effectively with emphasis on extended metaphor - pages 18-21, 27-28</p> <p>W.7.12.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest - pages 46-49, 303-304, 522-524</p> <p>W.7.12.3 Apply such elements of <i>discourse</i> as purpose, speaker, audience, and form when completing narrative, <i>expository</i>, persuasive, or <i>descriptive</i> writing assignments - pages 608-615 narrative, 616-621 expository, 541-544 persuasive, 601-607 descriptive</p> <p>W.7.12.4 Demonstrate organization, unity, and coherence by using implied transitions and sequencing - pages 544-553 organization, 391-392, 539, 619 transitions</p>

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Standard 12: Research/Inquiry Process

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	Grade 9	Grade 10	Grade 11	Grade 12
	<p>W.7.9.6 Use <i>concrete information</i> for elaboration - pages 54, 64, 67-69, 80</p> <p>W.7.9.7 Use precise word choices that convey specific meaning - N/A</p> <p>W.7.9.8 Personalize writing to convey <i>voice</i> in formal and informal pieces - pages 14-16, 135-137</p> <p>W.7.9.9 Evaluate own writing to determine the best features of a piece of writing - pages 551-552, 566, 572, 579, 585-586, 591-592</p>	<p>W.7.10.5 Use extension and elaboration to develop an idea emphasizing the use of participial phrases - pages 280-282, 321-322</p> <p>W.7.10.6 Distinguish between and use <i>concrete</i> and <i>commentary information</i> for elaboration - pages 69-71</p> <p>W.7.10.7 Use precise word choices that convey specific meaning - pages 498-501, 604-605</p> <p>W.7.10.8 Personalize writing to convey <i>voice</i> in formal and informal pieces - pages 14-15, 138-141, 610-611</p> <p>W.7.10.9 Evaluate own writing and others' writing to determine how writing achieves its purpose, ask for feedback, and respond to classmates' writing - pages 566-567, 598-599</p>	<p>- pages 291-292</p> <p>W.7.11.6 Combine <i>concrete</i> and <i>commentary information</i> for elaboration - pages 57, 66, 69-71</p> <p>W.7.11.7 Use precise word choices that convey specific meaning - N/A</p> <p>W.7.11.8 Personalize writing to convey <i>voice</i> in formal and informal pieces - pages 14-16, 139-141</p> <p>W.7.11.9 Use <i>point of view</i>, characterization, <i>style</i>, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p> <p>W.7.11.10 Evaluate own writing and others' writing to highlight the individual <i>voice</i>, improve sentence variety and <i>style</i>, and enhance subtlety of meaning of <i>tone</i> in ways that are consistent with the purpose, audience, and form of writing - pages 581-582, 599, 604, 611,</p>	<p>W.7.12.5 Use extension and multi-level elaboration to develop an idea emphasizing models from professional writing - N/A</p> <p>W.7.12.6 Balance <i>concrete</i> and <i>commentary information</i> within a piece - 59, 68, 71-73, 85</p> <p>W.7.12.7 Use precise word choices that convey specific meaning - N/A</p> <p>W.7.12.8 Personalize writing to convey <i>voice</i> in formal and informal pieces - pages 14-17, 143-145</p> <p>W.7.12.9 Use <i>point of view</i>, characterization, <i>style</i>, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes</p>

Strand: Inquiring/Researching

Standard 12: Research/Inquiry Process

Students shall engage in inquiry and research to address questions, to make judgments about credibility, and to communicate findings in ways that suit the purpose and audience.

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	Grade 9	Grade 10	Grade 11	Grade 12
			616-617, 622-623	W.7.12.10 Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples - pages 622-627 W.7.12.11 Critique professional and peer writing for consistency of <i>style</i> - pages 581-582, 620-621

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	Grade 9	Grade 10	Grade 11	Grade 12
Accessing information	<p>IR.12.9.1 Generate open-ended questions to select a topic - pages 593-595</p> <p>IR.12.9.2 Establish a focus for research and design a research plan to answer a specific question - pages 594-595</p> <p>IR.12.9.3 Determine the purpose of using different research tools to access multiple sources - pages 464-480, 597-598</p> <p>IR.12.9.4 Use a variety of electronic sources to access information - pages 464-480</p>	<p>IR.12.10.1 Generate open-ended questions to explore and select a topic - pages 614, 559</p> <p>IR.12.10.2 Establish a focus for research and design a research plan to answer a set of questions - pages 615, 617</p> <p>IR.12.10.3 Utilize a variety of research tools to access multiple sources - pages 616, 617</p> <p>IR.12.10.4 Use key words to search a database to find specific information - pages 478, 483-485, 479-482</p>	<p>IR.12.11.1 Formulate original, open-ended questions to explore, narrow, and select a topic - pages 625-626</p> <p>IR.12.11.2 Establish a focus for research and design a research plan to answer a specific question or defend a position - pages 626</p> <p>IR.12.11.3 Access multiple sources, using a variety of research tools, with increasing proficiency - pages 627-630</p>	<p>IR.12.12.1 Formulate original, open-ended questions to explore, narrow, and select a topic - pages 628-632</p> <p>IR.12.12.2 Establish a focus for research and design a research plan to defend a position or prove/disprove a hypothesis - pages 628-633</p> <p>IR.12.12.3 Access multiple sources using a variety of research tools with increasing proficiency - pages 629-632</p>
Evaluating credibility and identifying relevant information	<p>IR.12.9.5 Recognize ways to assess the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) - pages 468-472</p>	<p>IR.12.10.5 Determine the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) - pages 616, 619-621, 478</p>	<p>IR.12.11.4 Compare the credibility of authors and reliability of sources - pages 626-630</p>	<p>IR.12.12.4 Evaluate the credibility of authors and reliability of sources - pages 629-632</p>

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	Grade 9	Grade 10	Grade 11	Grade 12
	<p>IR.12.9.6 Recognize ways to verify the accuracy and usefulness of information - pages 468-472</p> <p>IR.12.9.7 Distinguish between <i>primary</i> and <i>secondary sources</i> - page 595</p> <p>IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism - pages 473-474</p> <p>IR.12.9.9 Differentiate among paraphrasing, summarizing and plagiarizing - pages 598, 473-474</p>	<p>IR.12.10.6 Use criteria to compare ways to verify the accuracy and usefulness of information - pages 478, 620-621</p> <p>IR.12.10.7 Skim sources to evaluate their usefulness and accuracy - pages 478-480, 620-621</p> <p>IR.12.10.8 Apply research skills to collect a variety of <i>primary</i> and/or <i>secondary sources</i> - pages 616, 620-621</p> <p>IR.12.10.9 Paraphrase and/or summarize information to avoid plagiarism - pages 618, 483</p>	<p>IR.12.11.5 Analyze ways to verify the accuracy and usefulness of information - pages 626-630</p> <p>IR.12.11.6 Skim sources to evaluate their usefulness and accuracy - page 627</p> <p>IR.12.11.7 Compile and organize information from a variety of relevant <i>primary</i> and <i>secondary sources</i> - pages 626-630</p> <p>IR.12.11.8 Interpret the meaning and consequences of plagiarism - page 493</p>	<p>IR.12.12.5 Evaluate ways to verify the accuracy and usefulness of information - pages 629-632</p> <p>IR.12.12.6 Synthesize information from multiple <i>primary</i> and <i>secondary sources</i> - pages 629-632</p> <p>IR.12.12.7 Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism - page 493</p>
Interpreting and presenting information	<p>IR.12.9.10 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> 🕒 Note cards – 597-589 🕒 Formal outline - 546 🕒 Works cited page or resource sheet – 595-596 	<p>IR.12.10.10 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> 🕒 Note cards – 617-618 🕒 Formal outline – 617-618 🕒 Works cited page or resource sheet – 616-618 🕒 Thesis statement – 619 	<p>IR.12.11.9 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> 🕒 Note cards or other note taking forms – 628-630 🕒 Formal outline – 574-576, 626 🕒 Works cited page or resource sheet - 627 	<p>IR.12.12.8 Organize information and use a style manual such as MLA or APA to create</p> <ul style="list-style-type: none"> 🕒 Note cards or other note taking forms – 631-632 🕒 Formal outline 🕒 Works cited page or resource sheet – 629-632

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	Grade 9	Grade 10	Grade 11	Grade 12
	<ul style="list-style-type: none"> ⌚ Thesis statement - 593 <p>- pages 521-526</p> <p>IR.12.9.11 Summarize, paraphrase, and/or quote relevant information</p> <p>IR.12.9.12 Create research products such as</p> <ul style="list-style-type: none"> ⌚ Oral <i>presentation</i> ⌚ Reports ⌚ Essays 	<ul style="list-style-type: none"> ⌚ Parenthetical citations within text - 621 <p>- pages 533-539</p> <p>IR.12.10.11 Summarize, paraphrase, and/or quote relevant information - pages 614-618</p> <p>IR.12.10.12 Create research products such as</p> <ul style="list-style-type: none"> ⌚ Oral <i>presentation</i> – 592-600 ⌚ Reports - 555 ⌚ Essays – 400-401 	<ul style="list-style-type: none"> ⌚ Thesis statement – 626, 630 ⌚ Parenthetical citations within text - 632 ⌚ Title page or style heading - 635 <p>- pages 543-552</p> <p>IR.12.11.10 Summarize, paraphrase, and/or quote relevant information - pages 629-630</p> <p>IR.12.11.11 Create a formal research paper - pages 625-638</p>	<ul style="list-style-type: none"> ⌚ Thesis statement - 632 ⌚ Parenthetical citations within text - 634 ⌚ Title page or style heading - 637 <p>- pages 617-619, 629-632</p> <p>IR.12.12.9 Summarize, paraphrase, and/or quote relevant information - pages 632-633</p> <p>IR.12.12.10 Create a formal research paper - pages 628-640</p>