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Grade 12

correlated to the

Oklahoma Academic Standards
English Language Arts
Grade 12

Standard	Descriptor	Citations
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.		
Standard 1: Vocabulary - The student will expand vocabulary through word study, literature, and class discussion.		
1	Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and mathematics (gene splicing, genetic engineering)	SE/TE: 29, 162, 167, 177, 244, 393, 429, 470, R50-R51, R58 TE/Close Reader: 140c-140d, 394f
2	Research unfamiliar words based on characters, themes, or historical events.	SE/TE: 91, 169, 176, 429, 510
3	Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.	SE/TE: 116, 118, 119, 120, 171, 172, 174, 175, 181, 182, 186, 186a, 484a, R54
4.	Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.	SE/TE: 4, 17, 29, 34, 36, 47, 78, 121, 139, 169, 189, 200, 211, 277, 244, 248, 286, 306, 368a, 395, 411, 427, 457, 493, 510, R49-R50 TE/Close Reader: 428g, 484d, 500d
Standard 2: Comprehension - The student will interact with the words and concepts in a text to construct an appropriate meaning.		
1	Literal Understanding	
1.a	Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.	SE/TE: 14, 21-27, 28, 30a, 114-117, 119, 120, 122a, 153, 154, 159, 173, 187, 190, 191, 195, 198a, 212a, 361-366, 367, 368a, 371-372, 375-376, 377, 391, 455, 470a, 478, 497, R76 TE/Close Reader: 18b-18e, 168b-168g, 394b-394i, 500b-500g
1.b	Explain specific devices an author uses to accomplish purpose	SE/TE: 82, 112, 112a, 113-119, 156, 161, 163-164, 166, 168a, 171, 173,

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	(persuasive techniques, style, literary forms or genre, portrayal of themes, language).	186, 201, 206, 218, 233-234, 305, 354, 395, 396, 398, 398b, 410, 478, 480, 489, 492, 516b TE/Close Reader: 140b-140e
1.c	Use study strategies such as note taking, outlining, and using study-guide questions to better understand texts.	SE/TE: 30a, 62a, 222, 392 TE/Close Reader: 18b-18e, 20c-20e, 46c-46f, 140b-140e, 168b-168g, 212c-213e, 394b-394i, 470c-470e, 484c-484e, 500b-500g Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Taking Notes Using Textual Evidence <ul style="list-style-type: none"> • Writing an Outline
1.d	Construct images such as graphic organizers based on text descriptions and text structures.	SE/TE: 133, 167, 173, 366, 483, 494 TE/Close Reader: 18c, 140c, 394c
1.e	Read silently with comprehension for a sustained period of time.	SE/TE: 12, 289, 333, 442
2	Inferences and Interpretation	
2.a	Interpret the possible inferences of the historical context on literary works.	SE/TE: 63-64, 93-104, 105, 123-126, 127, 128, 129, 130, 199-208, 209, 210, 213-215, 216, 217-219, 220 TE/Close Reader: 212c-213e
2.b	Describe the development of plot and identify conflicts and how they are addressed and resolved.	SE/TE: 48-51, 53-56, 58, 60, 61, 62a, 238-239, 244, 246, 249, 255, 256, 261, 262, 265, 274, 278, 287, 291-292, 296, 297, 303, 304, 313, 320, 343, 347- 349, 352, 354, 356a
2.c	Identify influences on a reader’s response to a text (e.g., personal experience and values; perspectives shaped by age, gender, class, or nationality).	SE/TE: 158, 170, 398a, 429, 430, 492a TE/Close Reader: 140c
2.d	Make reasonable assertions about authors' arguments by using elements of the text to defend and clarify interpretations.	SE/TE: 67-69, 138, 404, 405, 430 TE/Close Reader: 470e

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3	Summary and Generalization	
3.a	Determine the main idea and supporting details by producing summaries of text.	SE/TE: 16, 30a, 80, 123-126, 127, 367, 453, 456, 458, 460-464, 468, 469, 470a, 492a TE/Close Reader: 470c
3.b	Use text features and elements to support inferences and generalizations about information.	SE/TE: 6-8, 9, 11, 15, 16, 204, 213-215, 216, 233, 434, 453, R83
3.c	Summarize and paraphrase complex, implicit, hierarchic structures in informational texts, including relationships among concepts and details in those structures.	SE/TE: 30a, 127, 367, 470a TE/Close Reader: 168f, 394h, 500c
3.d	Compare and contrast elements of text such as themes, conflicts, and allusions both within and across text.	SE/TE: 169-173, 186, 279, 485-489, 490
4	Analysis and Evaluation	
4.a	Investigate both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the ways in which authors use those features and devices.	SE: 151-164, 165, 166, 168a, 169-173, 174, 175, 177-182, 183, 184, 186 TE/Close Reader: 168c-168g
4.b	Examine the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.	SE/TE: 14, 21-27, 28, 30a, 114-117, 119, 120, 122a, 153, 154, 159, 173, 187, 190, 191, 195, 198a, 212a, 361-366, 367, 368a, 371-372, 375-376, 377, 391, 455, 470a, 478, 497, R76 TE/Close Reader: 18b-18e, 168b-168g, 394b-394i, 500b-500g
4.c	Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.	SE/TE: 33, 112a, 161, 172, 189, 220a, 230a, 270, 305, 365, 396, 418, 442, 490 TE/Close Reader: 168e, 490c
4.d	Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.	SE/TE: 313, R63
4.e	Evaluate the credibility of information sources, including how the writer’s motivation may affect that credibility.	SE/TE: 8, 15, 16, 130, 130a, 492, 492a, R8-R9 Digital Collections/Lessons:

Standard	Descriptor	Citations
		Evaluating Sources <ul style="list-style-type: none"> • Evaluating Sources for Reliability
Standard 3: Literature - The student will read, construct meaning, and respond to a wide variety of literary forms.		
1	Literary Genres - Demonstrate knowledge of and an appreciation for various forms of literature.	
1.a	Analyze the characteristics of genres including short story, novel, drama, poetry, and essay.	SE/TE: 46a, 48-60, 61, 62a, 361, R75
1.b	Analyze the characteristics of subgenres including allegory, ballad, elegy, ode, parody, pastoral, satire and tragedy.	SE/TE: 63-66, 66b, 112a, 209, 232-233, 486, 489, 490a, 502, 509, 510, 513, R67, R73, R81
2	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
2.a	Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	SE/TE: 84, 88, 90, 92A, 97, 106, 398a, 434, 502
2.b	Analyze the way in which irony, tone, mood, the author's style, and the sound of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.	SE/TE: 32, 33, 35, 36, 38, 40-43, 46a, 109-111, 112a, 218-220, 220a, 231-234, 240, 250, 252, 255, 262, 270, 279, 286, 292, 294, 301-303, 305, 310, 315, 316, 318, 327, 328, 331, 334, 335, 337, 347, 349, 351, 354, 369, 371-376, 395-397, 398a, 398b, 410, 411, 416, 418, 419, 425, 436, 439, 441, 445, 448, 450, 452a, 490a, 501, 503, 508, 516a TE/Close Reader: 46b-46g, 220b-220e, 356b-356m, 428b-428i, 452b-452i
2.c	Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).	SE/TE: 39, 59, 64, 79, 81, 233, 240, 287, 290, 354, 355, 360a, 436 TE/Close Reader: 428d, 428i
2.d	Evaluate the significance of various literary devices and techniques, including imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.	SE/TE: 181, 184, 209, 337, 349, 369, 371-374, 376 TE/Close Reader: 168b-168g, 500b-500g
2.e	Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include	SE/TE: 82, 193, 234, 238, 240, 249, 324, 326, 346, 371, 372, 376, 377, 378a, 410, 416, 420, 426, 494 TE/Close Reader: 356c

Standard	Descriptor	Citations
	information about an event that happened in the past).	
3	Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.	
3.a	Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.	SE/TE: 35, 36, 44, 108a, 111, 112a, 116, 138, 163, 182, 194, 202, 207, 210, 212a, 219, 220, 300, 301, 305, 316, 351, 355, 368, 387, 395, 396, 397, 398b, 436, 441, 445, 452, 452a, 459, 479, 481, 482, 484a, 495, 499, 500b, 503, 516a TE/Close Reader: 92k, 220c
3.b	Identify and explain sound devices including alliteration and rhyme.	SE/TE: 112, 112a, 117, 294, 410, 418, 419, 422, 425, 478, 480, 481, 482, 486, R79 TE/Close Reader: 428b, 428i
3.c	Analyze the melodies of literary language, including its use of evocative words, rhythms and rhymes.	SE/TE: 112a, 117, 168a, 218, 220a, 233, 254, 415, 419, 442, 485, 489, 490a, 516a
4	Literary Works - Read and respond to historically and culturally significant works of literature.	
4.a	Analyze and evaluate works of literature and the historical context in which they were written.	SE/TE: 152, 199, 200, 201, 203, 209, 210, 414, 428a, 439
4.b	Analyze and evaluate literature from various cultures to broaden cultural awareness.	SE/TE: 76a, 92a, 106, 108a, 154, 187, 192, 196, 203, 412, 415, 426 TE/Close Reader: 428b, 484e
4.c	Compare works that express the recurrence of archetypal (universal modes or patterns) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.	SE/TE: 79-81, 89, 90, 92a, 370, 376, 377, 378a, 428a, 489, 490, R83 TE/Close Reader: 92c-92j
4.d	Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.	SE/TE: 152, 155, 157, 169, 203, 313, 512 TE/Close Reader: 394h, 470e, 500g
Standard 4: Research and Information - The student will conduct research and organize information.		
1	Accessing Information - Select the best source for a given purpose.	
1.a	Access information from a variety of primary and secondary	SE/TE: 130a, 170, 184, 196, 210, 216, 356a, 417, 485, R8

Standard	Descriptor	Citations
	sources.	<p>TE/Close Reader: 20e, 46f, 140e, 168f, 212e, 356m, 394h, 452h, 470e, 484e, 490e, 500f</p> <p>Digital Collections/Lessons: Conducting Research</p> <ul style="list-style-type: none"> • Types of Sources • Using the Library for Research • Using the Internet for Research
1.b	Skim text for an overall impression and scan text for particular information.	SE/TE: 88, 91, 308, 361
1.c	Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).	SE/TE: 65, 66a, 116, 196, 359, 366, 381, 391, 426, 467
2	Interpreting Information - Analyze and evaluate information from a variety of sources.	
2.a	Summarize, paraphrase, and or quote relevant information.	<p>SE/TE: 116, 126, 210, 251, 394</p> <p>TE/Close Reader: 500c</p> <p>Digital Collections/Lessons: Using Textual Evidence</p> <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
2.b	Determine the author's viewpoint to evaluate source credibility and reliability.	<p>SE/TE: 4, 20, 130, 154, 178, 198a</p> <p>TE/Close Reader: 212d</p> <p>Digital Collections/Lessons: Evaluating Sources</p> <ul style="list-style-type: none"> • Evaluating Sources for Usefulness • Evaluating Sources for Reliability
2.c	Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.	SE/TE: 170, 184, 225, 417, 485, 492a

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2.d	Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.	SE/TE: 8, 130
2.e	Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.	SE/TE: 130a, 417 Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Starting Your Research • Types of Sources • Using the Library for Research • Conducting Field Research • Using the Internet for Research Giving a Presentation <ul style="list-style-type: none"> • Using Media in a Presentation
2.f	Compile written ideas and information into reports, summaries, or other formats and draw conclusions.	SE/TE: 130a, 170, 184, 196, 210, 216, 356a, 417, 485, 492a TE/Close Reader: 20e, 46f, 140e, 168f, 212e, 356m, 394h, 452h, 470e, 484e, 490e, 500f
Writing/grammar/ mechanics and usage. The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 1: Writing Process. The student will use the writing process to write coherently.		
1	Use a writing process to develop and refine composition skills. Students are expected to:	
1.a	use a variety of prewriting strategies such as brainstorming, outlining, free writing, discussing, clustering, webbing, using graphic organizers, notes logs, interviews, or reading to generate ideas, develop voice, gather information, and plan.	SE/TE: 71-72, 141-142, 225-226, 399-400, 403-404, 471, 517-518 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
1.b	develop main idea/thesis.	SE/TE: 71, 138, 225-226, 367, 399, 403, 469, R84 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Introduction

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • What Is a Claim? • Support: Reasons and Evidence Writing Informative Texts <ul style="list-style-type: none"> • Introductions and Conclusions Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience • Planning and Drafting
1.c	evaluate results of prewriting activities and select appropriate topic.	SE/TE: 71, 141, 226, 400, 471, 518 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
1.d	evaluate audience and purpose for writing:	
1.d.i	consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make a social and/or political statement, or share an experience or emotion).	SE/TE: 16, 20, 44, 64, 90, 106, 130, 166, 175, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
1.d.ii	evaluate the writing task, considering the assumptions, values, and background knowledge of the intended audience.	SE/TE: 405 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
1.e	evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.	SE/TE: 226, 490
1.f	develop multiple drafts, individually and collaboratively, to categorize ideas organize them into paragraphs, and blend paragraphs into larger text.	SE/TE: 142, 279, 387, 400, 456 TE/Close Reader: 220e, 356m
1.g	revise drafts for organization, content, and style.	SE/TE: 73, 143, 227, 401, 405, 473, 519

Standard	Descriptor	Citations
		Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
1.h	edit/proofread for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.	SE/TE: 73, 143, 210, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
1.i	refine selected pieces to publish for general and specific audiences.	SE/TE: 74, 144, 228, 402, 406, 474, 520 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing • Trying a New Approach
2	Use elaboration to develop an idea:	
2.a	draft a text with a clear, controlling idea or thesis	SE/TE: 72, 142, 226, 400, 404, 472 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Introductions and Conclusions
2.b	develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.	SE/TE: 72, 142, 225, 400, 404, 472, 518-519 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Creating a Coherent Argument Writing Informative Texts <ul style="list-style-type: none"> • Organizing Ideas Writing Narratives <ul style="list-style-type: none"> • Narrative Structure
2.c	apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.	SE/TE: 72, 142, 225, 400, 404, 472, 518-519 Digital Collections/Lessons: Writing Arguments

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support Writing Informative Texts <ul style="list-style-type: none"> • Elaboration Writing Narratives <ul style="list-style-type: none"> • The Language of Narrative
2.d	apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.	SE/TE: 72, 142, 225, 400, 404, 472, 518-519 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Writing Narratives <ul style="list-style-type: none"> • Point of View and Characters • Narrative Techniques • The Language of Narrative
2.e	understand and apply formal and informal diction for a desired effect.	SE/TE: 72, 142, 225, 400, 404, 472, 518-519 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Formal Style Writing Informative Texts <ul style="list-style-type: none"> • Precise Language and Vocabulary • Formal Style
3	Demonstrate organization, unity and coherence during revision process:	
3.a	read the draft from the intended audience’s point of view to evaluate clarity of purpose.	SE/TE: 73, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
3.b	evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.	SE/TE: 73-74, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Revising and Editing
3.c	evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.	SE/TE: 73, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
3.d	evaluate whether ideas are adequately developed.	SE/TE: 73, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
3.e	apply a consistent and appropriate point of view.	SE/TE: 73, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
3.f	understand and apply formal and informal diction.	SE/TE: 73, 143, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
4	Editing/proofreading and evaluating:	
4.a	apply Standard English usage and correct spelling in text.	SE/TE: 46, 49, 74, 130, 144, 228, 394, 402, 406, 520, R23, R26-R28, R29
4.b	employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.	SE/TE: 73, 143, 210, 227, 401, 405, 473, 519 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
4.c	use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check	SE/TE: 225-228, 367, 403-405, 469, R2-R3

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	against original source for accuracy.	Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution
4.d	demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.	SE/TE: 225-228, 367, 403-405, 469, R2-R3 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution
5	Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.	SE/TE: 44, 106, 138, 367, 398, 403-406, 469, 517-520 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Persuasive Techniques • Formal Style Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques
6	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.	SE/TE: 138, 367, 403-406, 469 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Introduction • What Is a Claim? • Support: Reasons and Evidence
7	Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	SE/TE: 73-74, 143-144, 227-228, 401-402, 405-406, 473-474, 519-520 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing

Standard	Descriptor	Citations
8	Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.	SE/TE: 73-74, 143-144, 227-228, 401-402, 405-406, 473-474, 519-520 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
Standard 2: Modes and Forms of Writing.		
1	Write fictional, biographical or autobiographical narratives that:	
1.a	create and develop a character who experiences internal and external conflicts, including character motivation, gestures, and feelings.	SE/TE: 44, 106, 517-520, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques
1.b	create and develop a plot that effectively communicates a pattern.	SE/TE: 517-520, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Context • Narrative Structure • Narrative Techniques
1.c	create and manipulate point of view to reveal author’s purpose.	SE/TE: 44, 398, 517-520, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques
1.d	create and develop a setting to reinforce the mood.	SE/TE: 106, 517-520, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques
1.e	use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, allusion and frame story.	SE/TE: 44, 106, 398, 517-520, R6-R7 Digital Collections/Lessons:

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		Writing Narratives <ul style="list-style-type: none"> • Narrative Techniques • Narrative Structure
1.f	narrate a sequence of events.	SE/TE: 44, 517-520, R6-R7 Digital Collections/Lessons: Writing Narratives <ul style="list-style-type: none"> • Narrative Structure
2	Compose expository compositions, including analytical essays, historical investigations, and research reports that:	
2.a	integrate evidence in support of a thesis including information on all relevant perspectives.	SE/TE: 71-74, 141-144, 499, R4-R5, R8-R11 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Using Graphics and Multimedia Conducting Research <ul style="list-style-type: none"> • Types of Sources
2.b	quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.	SE/TE: 71-74, 141-144, 499, R4-R5, R8-R11 Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
2.c	integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information that contains different perspectives.	SE/TE: 71-74, 141-144, 499, R4-R5, R8-R11 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Using Graphics and Multimedia Conducting Research <ul style="list-style-type: none"> • Types of Sources
2.d	use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.	SE/TE: 71-74, 141-144, 499, R4-R5, R8-R11 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Using Graphics and Multimedia

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2.e	identify and address reader’s potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate professional, academic, or technical diction.	SE/TE: 71-74, 141-144, R4-R5, R8-R11 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Precise Language and Vocabulary • Formal Style
2.f	use technical terms and notations accurately.	SE/TE: 71-74, 141-144, R4-R5, R8-R11 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Precise Language and Vocabulary
3	Compose persuasive compositions that:	
3.a	include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.	SE/TE: 367, 225-228, 403-405, 469, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • What Is a Claim? • Creating a Coherent Argument
3.b	use exposition, narration, description, and argumentation to support the main argument	SE/TE: 367, 225-228, 403-405, 469, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support
3.c	use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.	SE/TE: 367, 225-228, 403-405, 469, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Persuasive Techniques
3.d	clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.	SE/TE: 367, 225-228, 403-405, 469, R2-R3 Digital Collections/Lessons: Writing Arguments

Standard	Descriptor	Citations
		<ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support
3.e	effectively address reader’s concerns, counterclaims, and individual or group biases	SE/TE: 367, 225-228, 403-405, 469, R2-R3 Digital Collections/Lessons: Writing Arguments <ul style="list-style-type: none"> • Support: Reasons and Evidence • Building Effective Support
4	Write reflective compositions that:	
4.a	express the individual’s insight into conditions or situations, detailing the author’s role in the outcome and demonstrating an understanding of external influences to justify or clarify his/her perspective.	SE/TE: 332, 399-402 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Planning and Drafting
4.b	connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.	SE/TE: 482, 517-520 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Planning and Drafting
5	Create documents related to career development that:	
5.a	appropriately present purposeful and precise information to meet the need of the intended audience.	SE/TE: 210 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
5.b	write an email, formal letter, or memorandum, using conventional format.	Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience • Planning and Drafting
5.c	follow the conventional style for a specific document (resume, cover letter of application), and use page format, fonts (typeface), and spacing that contribute to the readability and	SE/TE: 210 Digital Collections/Lessons:

Standard	Descriptor	Citations
	impact of the document.	Writing as a Process • Planning and Drafting
5.d	use accurate information to create various resume formats.	Digital Collections/Lessons: Writing as a Process • Planning and Drafting
5.e	modify the tone to fit the purpose and audience.	Digital Collections/Lessons: Writing as a Process • Planning and Drafting
5.f	use accurate information to create an effective resume.	Digital Collections/Lessons: Writing as a Process • Planning and Drafting
6	Compose responses to literature that:	
6.a	evaluate the significant ideas of literary works or passages including plot development and characterization.	SE/TE: 20, 64, 90, 166, 262, 426, 499 Digital Collections/Lessons: Writing as a Process • Planning and Drafting
6.b	evaluate the impact of genre, cultural, and historical context on the work.	SE/TE: 64, 166, 426, 499 Digital Collections/Lessons: Writing as a Process • Planning and Drafting
6.c	evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.	SE/TE: 64, 166, 262, 397, 499 Digital Collections/Lessons: Writing as a Process • Planning and Drafting
6.d	support important ideas and viewpoints with accurate and detailed reference to the text or to other works.	SE/TE: 64, 90, 166, 426, 499 Digital Collections/Lessons: Writing as a Process • Planning and Drafting

Standard	Descriptor	Citations
7	Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other forms of writing introduced in earlier grades.	SE/TE: 16, 44, 64, 71-75, 106, 141-144, 175, 210, 220, 225-228, 262, 332, 367, 397, 399-402, 426, 469, 472, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
8	Write documented papers that:	
8.a	incorporate relevant integrated quotations, summary, and paraphrase with commentary.	SE/TE: 116, 126, 210, 251, 394 TE/Close Reader: 500c Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
8.b	include internal citations using various formats of research writing.	Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting
8.c	contain a works cited/bibliography consistent with the selected research-writing format	Digital Collections/Lessons: Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution
9	Use appropriate essay test-taking and time writing strategies that:	
9.a	budget time for prewriting, drafting, revising, and editing.	SE/TE: 16, 20, 28, 44, 64, 90, 106, 166, 175, 210, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience • Planning and Drafting • Revising and Editing • Trying a New Approach
9.b	prioritize the question/prompt.	SE/TE: 16, 20, 28, 44, 64, 90, 106, 166, 175, 210, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499

Standard	Descriptor	Citations
9.c	identify common directives from the question/prompt (identify common verbs: explain, compare, evaluate, define, and develop, etc.).	SE/TE: 16, 20, 28, 44, 64, 90, 106, 166, 175, 210, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
9.d	analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.	SE/TE: 16, 20, 28, 44, 64, 90, 106, 166, 175, 210, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Task, Purpose, and Audience
9.e	apply appropriate organizational methods to thoroughly address the question/prompt.	SE/TE: 16, 20, 28, 44, 64, 90, 106, 166, 175, 210, 220, 262, 332, 367, 397, 426, 469, 482, 490, 499 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Planning and Drafting
9.f	evaluate work using editing checklist or rubric, if available	SE/TE: 74, 144, 228, 402, 406, 474, 474, 520 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing • Trying a New Approach
10	Use legible handwriting/penmanship to copy and/or compose text, in manuscript or cursive, using correct spacing and formation of letters.	SE: 74, 144, 228, 402, 406, 474, 474, 520
Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.		
1	Standard English Usage - Demonstrate correct use of Standard English in speaking and writing.	
1.a	Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).	SE/TE: R60-R61 TE/Close Reader: 92g

Standard	Descriptor	Citations
1.b	Identify and use correct verb forms and tenses.	<p>SE/TE: 37, 74, 144, 228, 208, 402, 406, 424, 433, 474, 474, 520, R33-R35</p> <p>TE/Close Reader: 428d</p> <p>Digital Collections/Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Revising and Editing
1.c	Identify and use correct subject-verb agreement.	<p>SE/TE: 18, 37, 74, 144, 228, 208, 402, 406, 424, 433, 474, 474, 520, R45-R48</p> <p>Digital Collections/Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Revising and Editing
1.d	Distinguish active and passive voice.	<p>SE/TE: 37, 74, 144, 228, 208, 212, 402, 406, 424, 433, 474, 474, 520, R35</p> <p>Digital Collections/Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Revising and Editing
1.e	Identify and use pronouns effectively, correct pronoun/antecedent agreement, and clear pronoun reference.	<p>SE/TE: 37, 74, 144, 228, 208, 402, 406, 424, 433, 466, 474, 474, 520, R30-R33</p> <p>Digital Collections/Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Revising and Editing
1.f	Identify and use correct forms of positive, comparative, and superlative adjectives.	<p>SE/TE: 37, 74, 108, 132, 144, 228, 208, 402, 406, 424, 433, 474, 474, 520, R36-R38</p> <p>Digital Collections/Lessons: Writing as a Process</p> <ul style="list-style-type: none"> • Revising and Editing
1.g	Continue to identify and use all grammar structure from prior grades.	<p>SE/TE: 18, 30, 48, 49, 62, 70, 74, 91, 108, 122, 144, 198, 228, 402, 469, 474, 520, R23-R48</p>

Standard	Descriptor	Citations
2	Mechanics and Spelling - Demonstrate appropriate language mechanics in writing.	
2.a	Demonstrate correct use of capitals.	SE/TE: 37, 74, 108, 132, 144, 228, 208, 402, 406, 424, 433, 474, 474, 520, R29 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
2.b	Use correct formation of plurals.	SE/TE: 37, 74, 108, 132, 144, 228, 208, 402, 406, 424, 433, 445, 474, 474, 520, R58-R59 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
2.c	Demonstrate correct use of punctuation and recognize its effect on sentence structure.	SE/TE: 37, 46, 74, 93, 108, 132, 144, 163, 228, 208, 316, 394, 402, 406, 416, 424, 433, 474, 474, 508, 520, R26-R28 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
2.d	Use correct spelling of commonly misspelled words and homonyms.	SE/TE: R54-R55, R59 Digital Collections/Lessons: Writing as a Process <ul style="list-style-type: none"> • Revising and Editing
3	Sentence structure - The student will demonstrate appropriate sentence structure in writing	
3.a	Use parallel structure.	SE/TE: 113, 140, 172, 186, 220a, 270, R44
3.b	Correct dangling and misplaced modifiers.	SE/TE: R36-R39
3.c	Correct run-on sentences.	SE/TE: R45
3.d	Correct fragments.	SE/TE: 140, R44-R45
3.e	Correct comma splices.	SE/TE: R45
3.f	use dependent/independent and restrictive	SE/TE: R42-R43

Standard	Descriptor	Citations
	(essential)/nonrestrictive (nonessential) clauses to designate the importance of information	
3.g	effectively use a variety of sentence structures and lengths to create a specific effect.	SE/TE: 92, 185, R44
4	Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.	SE: 74, 144, 228, 402, 406, 474, 474, 520, R10-R11 Digital Collections/Lessons: Conducting Research <ul style="list-style-type: none"> • Taking Notes Using Textual Evidence <ul style="list-style-type: none"> • Summarizing, Paraphrasing, and Quoting • Attribution
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening – The student will listen for information and for pleasure.		
1	Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond and evaluate speaker’s messages.	SE/TE: 67-70, 138, 140b, 145-148, 221-224, 432, R12-R13, R14-R15 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding Analyzing and Evaluating Presentations <ul style="list-style-type: none"> • Tracing a Speaker’s Argument • Rhetoric and Delivery
2	Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt appropriate strategies.	SE/TE: 138 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Preparing for Discussion
3	Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.	SE/TE: 20, 166, 432, 473 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding

Standard	Descriptor	Citations
4	Use effective strategies to evaluate own listening such as asking questions for clarification, comparing and contrasting interpretations with others, and researching points of interest or contention	SE/TE: 67-70, 138, 140b, 145-148 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding
5	Use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and informative, persuasive, or artistic presentations.	SE/TE: 61, 138, 145-148, 283, 377, 392, 432, 450, 473, 515 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Listening and Responding
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		
1	Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact; and demonstrate poise and control while presenting.	SE/TE: 66b, 120, 471-473 Digital Collections/Lessons: Giving a Presentation <ul style="list-style-type: none"> • Style in Presentation
2	Use language and rhetorical strategies skillfully in informative and persuasive messages.	SE/TE: 66b, 120, 138, 340, 471-473
3	Use logical, ethical, and emotional appeals that enhance a specific tone and purpose	SE/TE: 340
4	Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.	SE/TE: 64, 66b, 67-70, 145-148, 111, 120, 221-224, 355, 471-474 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Speaking Constructively Giving a Presentation <ul style="list-style-type: none"> • Style in Presentation
5	Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create a presentation.	SE/TE: 196 Digital Collections/Lessons: Writing Informative Texts <ul style="list-style-type: none"> • Using Graphics and Media

Standard	Descriptor	Citations
		Giving a Presentation <ul style="list-style-type: none"> • The Content of Your Presentation Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software
6	Ask clear questions for a variety of purposes and respond appropriately to the questions of others.	SE/TE: 67-70, 140b, 145-148, 221-224, 432, R12-R13, R14-R15 Digital Collections/Lessons: Participating in Collaborative Discussions <ul style="list-style-type: none"> • Speaking Constructively • Listening and Responding
Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.		
1	Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).	SE/TE: 128, 129, 130, 213, 216, 216a, 360, 492
2	Demonstrate how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).	SE/TE: 66, 128-130, 216a, 360
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.		
1	Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).	SE/TE: 129, 130, 130a, 213 Digital Collections/Lessons: Evaluating Sources <ul style="list-style-type: none"> • Evaluating Sources for Usefulness • Evaluating Sources for Reliability
2	Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting	SE/TE: 213, 379, 491, 492a

Standard	Descriptor	Citations
	news as entertainment; blurring of genres, such as drama-documentaries).	
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.		
1.	Use the effects of media on constructing his/her own perception of reality.	SE/TE: 20, 20a, 63, 128, 129, 130, 432, 491, 492a
2.	Use a variety of forms and technologies such as videos, photographs, and Web pages to communicate specific messages.	SE/TE: 196, 360, 473 Digital Collections/Lessons: Producing and Publishing with Technology <ul style="list-style-type: none"> • Using Technology to Collaborate Using Media in a Presentation <ul style="list-style-type: none"> • Introduction • Types of Media: Audio, Video, and Images • Using Presentation Software