Prentice Hall Writing and Grammar: Communication In Action  
© 2004, Gold Level  
Correlated to:  
Ohio Academic Content Standards, Grade-Level Indicators,  
English Language Arts  
(Grade 9)

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<th>Ohio Grade-Level Indicators, English Language Arts</th>
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<td><strong>Grade Nine</strong></td>
<td>(If submission is not a text, cite appropriate resource(s))</td>
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<tr>
<td><strong>Phonemic Awareness, Word Recognition and Fluency</strong></td>
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<td><em>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</em></td>
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<td><strong>Acquisition of Vocabulary</strong></td>
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<td><strong>Contextual Understanding, Conceptual Understanding, Structural Understanding, and Tools and Resources</strong></td>
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TR: Writing Support Transparencies: 9-D, 9-E, 9-F-G, 10-E-G; Grammar Exercise Workbook: 113-130, 155-158; Scoring Rubrics on Transparency, Ch. 9, Writing Assessment: Scoring Rubrics and Scoring Models for Comparison-and-Contrast Essay; Formal Assessment: Ch. 9; Hands-on Grammar Activity Book: Ch. 26  
TECH: Writing and Grammar iText: Sections 9.3, 9.4, 9.5-9.6, 10.4, 26.2; On-line Exercise Bank: Section 26.2 | |
| 2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and infer word meanings from these relationships. | SE/TE: 130-133, 166, 267, 358-359, 770, 771, 801, 803, 829, 871  
TR: Writing Support Transparencies: 8-F; Academic and Workplace Skills Activity Book: 17-18 | |
| 3. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes, idioms and puns. | SE/TE: 111, 823, 872, 874, 877  
TR: Writing Support Transparencies: 6-D  
TECH: Writing and Grammar iText: Section 6.3 | |
| 4. Examine and discuss ways historical events have influenced the English language. | SE/TE: 43, 177, 778, 804, 823, 872  
TR: Academic and Workplace Skills Activity Book: 37-42 | |

SE = Student Edition  
TE = Teacher Edition  
TR = Teaching Resources  
TECH = Technology
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| 5. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies). | SE/TE: 775, 776, 777, 778, 783-785, 823, 872, 875, 876, 877  
TR: Academic and Workplace Skills Activity Book: 19-22, 23-29 |
| 6. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars | SE/TE: 269, 335, 383, 745, 772, 791, 821-823, 825  
TR: Grammar Exercise Workbook: 21-22; Academic and Workplace Skills Activity Book: 17-18  
TECH: On-line Exercise Bank: Section 18.1 |

**Reading process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies**

*In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.*

**Comprehension Strategies; Self-Monitoring Strategies; and Independent Readings**

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<tr>
<th>Reading process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</th>
<th>PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))</th>
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TR: Writing Support Transparencies: 9-D; Scoring Rubrics on Transparency: Ch. 9; Writing Assessment: Scoring Rubrics and Scoring Models for Comparison-and-Contrast Essay; Grammar Exercise Workbook, 21-32, 151-154; Academic and Workplace Skills Activity Book: 33-38  
TECH: Writing and Grammar iText: Sections 9.5-9.6, 26.1; On-line Exercise Bank: Sections 18.1, 18.2, 26.1 |
| 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | SE/TE: 117, 126-127, 429, 435, 654-655, 745, 750, 793, 804, 827-831  
TECH: Writing and Grammar iText: Sections 17.1, 29.1; On-line Exercise Bank: Sections 17.1, 29.1 |
| 3. 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. | SE/TE: 98-99, 162, 263, 791, 792, 806, 815, 838  
TR: Writing Support Transparencies: 8-C  
TECH: Writing and Grammar iText: Section 8.3 |
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| 4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). | SE/TE: 792, 798, 804, 805, 806, 807, 808-809  
TR: Academic and Workplace Skills Activity Book: 33-38, 39-42, 43 |  |
| 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). | SE/TE: 792, 798, 804, 805, 806, 807, 808-809  
TR: Academic and Workplace Skills Activity Book: 33-38, 39-42, 43 |  |

**Reading Applications: Informational, Technical and Persuasive Text**

1. Identify and understand organizational patterns (e.g., cause-effect, problem-solution) and techniques, including repetition of ideas, syntax and word choice, that authors use to accomplish their purpose and reach their intended audience. | SE/TE: 7, 80, 108, 137, 153, 178-179, 182, 202-203, 204-205, 208, 209, 212, 228-229, 230-231, 234, 289, 756, 798, 802, 804  
TR: Writing Support Transparencies: 7-D, 7-K, 9-C, 10-E, 10-C, 11-C; Writing Support Activity Book: 7-2, 7-6, 9-1, 10-1, 11-1; Academic and Workplace Skills Activity Book: 33-38, 39-42 |  |
TR: Writing Support Transparencies: 7-E, 7-G-I, 12-A, 12-C; Writing Support Activity Book: 7-3-4  
TECH: Writing and Grammar iText: Sections 7.3, 12.2 |  |
3. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays. | SE/TE: 138, 235, 263, 752-754, 755-757, 758, 759, 796, 824  
TR: Writing Support Transparencies: 7-E, 11-D; Writing Support Activity Book: 7-3, 11-2; Academic and Workplace Skills Activity Book: 4-7, 8-12 |  |
4. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial, transfer, glittering generalities, emotional word repetition, bait and switch) and examples of propaganda, bias and stereotyping. | SE/TE: 153, 154-155, 156-157,158, 159-162, 756, 870  
TR: Writing Support Transparencies: 7-K, 8-A-F; Writing Support Activity Book: 7-6, 8-1; Scoring Rubrics on Transparency: Ch. 8; Formal Assessment: Ch. 8  
TECH: Writers at Work videotape: Persuasion; Writing and Grammar iText: Sections 8.1-8.4 |  |
5. Analyze an author’s implicit and explicit argument, perspective or viewpoint in text. | SE/TE: 141, 756, 793-794, 798, 799, 800, 803, 805, 806, 807, 808-809, 870, 875  
TR: Writing Support Transparencies: 7-G; Academic and Workplace Skills Activity Book: 33-38, 43  
TECH: Writing and Grammar iText: Section 7.4 |  |

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<tr>
<td>6. Analyze the author’s development of key points to support argument or point of view.</td>
<td>SE/TE: 49, 75, 101, 102-105, 129, 157, 177, 203, 229, 251, 281, 309, 325, 799, 803, 805, 875  &lt;br&gt; TECH: Writers at Work videotapes</td>
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<td>7. Compare and contrast the effectiveness of the features (e.g., format, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).</td>
<td>SE/TE: 199, 324-325, 326, 327-328, 329-337, 747-748, 808  &lt;br&gt; TR: Writing Support Transparencies: 9-I, 15-A-D; Writing Support Activity Book: 9-3, 15-1-2; Academic and Workplace Skills Activity Book: 43  &lt;br&gt; TECH: Writers at Work videotape: Practical and Technical Writing; Writing and Grammar iText: Sections 15.1-15.3</td>
</tr>
<tr>
<td>8. Identify the features of rhetorical devices used in common types of public documents, including newspaper editorials and speeches.</td>
<td>SE/TE: 129, 162, 199, 251, 275, 746-747, 748, 808  &lt;br&gt; TR: Writing Support Transparencies: 8-C, 9-I, 12-F; Writing Support Activity Book: 9-3, 12-1; Academic and Workplace Skills Activity Book: 43</td>
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**Reading Applications: Literary Text**

<p>| 1. Identify and explain an author’s use of direct and indirect characterization, and ways in which characters reveal traits about themselves, including dialect, dramatic monologues and soliloquies. | SE/TE: 44, 70, 76-77, 81, 85, 94-95, 224, 281, 290, 805, 806, 871, 874  &lt;br&gt; TR: Writing Support Transparencies: 5-C, 5-G, 13-D; Writing Support Activity Book: 5-1; Academic and Workplace Skills Activity Book: 41-43 |
| 3. Identify ways in which authors use conflicts, parallel plots and subplots in literary texts. | SE/TE: 80, 81, 805, 871, 875  &lt;br&gt; TR: Writing Support Transparencies: 5-C; Writing Support Activity Book: 5-1 |
| 4. Evaluate the point of view used in a literary text. | SE/TE: 102-105, 799, 805, 875 |
| 5. Interpret universal themes across different works by the same author and different authors. | SE/TE: 102-105, 799, 804-809, 877  &lt;br&gt; TR: Academic and Workplace Skills Activity Book: 37-42, 43 |
| 7. Explain how foreshadowing and flashback are used to shape plot in a literary text | SE/TE: 805, 875 |</p>
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<td>8. Define and identify types of irony, including verbal, situational and dramatic, used in literary texts.</td>
<td>SE/TE: 873</td>
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<td>9. Analyze ways in which the author conveys mood and tone through word choice, figurative language and syntax.</td>
<td>SE/TE: 42, 102-105, 111, 799, 872, 877</td>
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<td>TECH: Writing and Grammar iText: Section 3.3</td>
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<td>10. Explain how authors use symbols to create broader meanings.</td>
<td>SE/TE: 101, 102-105, 799, 877</td>
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<td>11. Identify sound devices, including alliteration, assonance, consonance and onomatopoeia, used in literary texts.</td>
<td>SE/TE: 290, 806, 870, 871, 874</td>
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<tr>
<td>TR: Academic and Workplace Skills Activity Book: 41-43</td>
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**Writing Processes**

**Drafting; Revising and Editing; and Publishing**

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<tr>
<th>Writing Processes</th>
<th>SE/TE: 2-11, 12, 18, 25, 55, 78, 79, 107, 135, 180, 159, 191, 233, 281, 310, 327, 329, 745</th>
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<tr>
<td>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</td>
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<td>TECH: Writing and Grammar iText: Sections 1.1, 5.2, 9.2</td>
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<td>2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).</td>
<td>SE/TE: 12, 13, 138, 258, 267, 745, 751, 793, 835-836, 850, 873, 875</td>
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<td>TR: Writing Support Transparencies: 2-A-C, 7-E; Writing Support Activity Book: 2-1-3, 7-3; Academic and Workplace Skills Activity Book: 55-60</td>
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<tr>
<td>TECH: Writing and Grammar iText: Section 2.1</td>
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<td>3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.</td>
<td>SE/TE: 37, 39, 72-73, 139, 261, 262, 264, 291, 292, 312, 313, 795, 875, 877</td>
</tr>
<tr>
<td>TR: Writing Support Transparencies: 3-A-B, 7-F, 12-D, 12-E, 13-E, 14-B-C; Writing Support Activity Book: 3-1, 7-4, 14-1</td>
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<tr>
<td>TECH: Writing and Grammar iText: Sections 3.2, 7.3, 12.3, 12.4, 13.4, 14.2</td>
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<td>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.</td>
<td>SE/TE: 16, 56, 80, 102, 103-105, 108, 137, 161-162, 165, 178, 179, 182, 208, 234, 258, 805, 875, 876</td>
</tr>
<tr>
<td>TR: Writing Support Transparencies: 2-B, 7-D, 8-B-C, 8-E, 9-C, 11-C; Writing Support Activity Book: 2-2, 7-2, 9-1, 11-1</td>
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| 5. Use organizational strategies (e.g., notes and outlines) to plan writing. | SE/TE: 83, 184, 211, 237, 260, 262, 292, 312, 313, 747, 795, 875  
TR: Writing Support Transparencies: 5-D, 9-E, 10-D, 11-E, 12-D, 13-E, 14-B-C; Writing Support Activity Book: 14-1  
TECH: Writing and Grammar iText: Sections 12.3, 14.2 |
| 6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing. | SE/TE: 33-34, 36, 39, 40-41, 42, 211, 238, 265, 291, 312, 314, 791, 850, 870, 871, 873  
TR: Writing Support Transparencies: 3-B, 10-D, 11-F-G, 12-E, 14-B; Writing Support Activity Book: 3-1, 14-1; Academic and Workplace Skills Activity Book: 28  
TECH: Writing and Grammar iText: Sections 3.1, 3.3, 11.4, 14.3 |
| 7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure). | SE/TE: 29-32, 42, 62, 187, 214-215, 217, 239, 295, 316, 420-447, 482, 483, 495-499  
TR: Grammar Exercise Workbook: 5-12, 41-42, 43-48, 49-52, 53-64, 91-92, 95-96, 139-144; Writing Support Transparencies: 10-F; Scoring Rubrics on Transparency: Ch. 10, 14; Writing Assessment: Scoring Rubric and Scoring Model for Cause-and-Effect Essay; Grammar Exercises Answers on Transparencies: Ch. 20; Formal Assessment: Ch. 20  
TECH: Writing and Grammar iText: Sections 22.2, 3.1, 3.2, 3.3, 5.2, 10.3, 11.2, 11.4, 13.3 |
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| 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose and use techniques to convey a personal style and voice. | SE/TE: 80-82, 108, 191, 217, 296, 362, 368, 378-399, 516, 870, 877  
TR: Writing Support Transparencies: 5-C-D, 13-G; Writing Support Activity Book: 5-1; Scoring Rubrics on Transparency: Ch. 9, 10; Writing Assessment: Scoring Rubrics and Scoring Models for Comparison-and-Contrast Essay; Grammar Exercise Workbook: 13-14, 17-18, 21-24, 25-26, 27-32; Hands-on Grammar Activity Book: Ch. 17; Grammar Exercises Answers on Transparencies: Ch. 18; Formal Assessment: Ch. 18  
TECH: Writing and Grammar iText: Sections 5.3, 9.5, 9.6, 17.1, 18.1-18.2; On-line Exercise Bank: Sections 17.1, 17.2, 18.1-18.2  |
| 10. Use available technology to compose text. | SE/TE: 9, 25, 45, 173, 321, 335, 760, 763, 845, 849  
| 11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure. | SE/TE: 19, 20, 21, 60, 61, 63, 84, 85, 88, 112, 113, 141, 144, 145, 164, 165, 166, 186, 187, 188, 190, 212, 213, 214, 238, 239, 240, 264, 267, 293, 294, 296, 314, 315  
TECH: Writing and Grammar iText: Sections 4.4, 5.4, 6.4, 7.4, 8.4, 9.4, 10.4, 11.4, 12.4, 13.4, 14.3, 16.2; On-line Exercise Bank: Section 16.2  |
| 12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose. | SE/TE: 139, 141, 187, 291, 292, 315  
TR: Writing Support Transparencies: 7-F-I, 7-G, 13-E; Writing Support Activity Book: 7-4  
TECH: Writing and Grammar iText: Sections 7.3, 13.3  |
| 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice. | SE/TE: 19, 20, 21, 60, 61, 63, 84, 85, 88, 112, 113, 141, 144, 145, 164, 165, 166, 186, 187, 188, 190, 212, 213, 214, 238, 239, 240, 264, 267, 293, 294, 296, 314, 315  
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<td>(Continued) 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.</td>
<td>TECH: Writing and Grammar iText: Sections 4.4, 5.4, 6.4, 7.4, 8.4, 9.4, 10.4, 11.4, 12.4, 13.4, 14.3, 16.2; On-line Exercise Bank: Section 16.2</td>
</tr>
<tr>
<td>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.</td>
<td>SE/TE: 82, 335, 772, 817, 820, 821-823, 825</td>
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<td>TR: Writing Support Transparencies: 5-D, 15-F; Writing Support Activity Book: 15-4; Academic and Workplace Skills Activity Book: 17-18</td>
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<td>TECH: Writing and Grammar iText: Section 5.3</td>
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<td>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.</td>
<td>SE/TE: 13, 22, 65, 89, 118, 146, 167, 191, 217, 241, 268-269, 278-279, 316, 416-417, 651, 786-787</td>
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<td>TR: Writing Support Transparencies: 2-G; Scoring Rubrics on Transparency: Ch. 4, 5, 6, 7, 8, 9, 10, 11, 12, 14; Writing Assessment: Scoring Rubric and Scoring Models for Autobiographical Writing, Short Story, Description, Persuasive Essay, for Advertisement, Comparison-and-Contrast Essay, Cause-and-Effect Essay, Problem-and-Solution Essay, Research Paper, Writing for Assessment; Formal Assessment: Ch. 7</td>
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<td>TECH: Writing and Grammar iText: Sections 4.5-4.6, 5.5-5.6, 6.5-6.6, 7.5-7.6, 8.5-8.6, 9.5-9.6, 10.5-10.6, 11.5-11.6, 12.5-12.6, 14.5-14.6</td>
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<td>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</td>
<td>SE/TE: 23, 66, 90, 119, 147, 168, 192, 218, 242, 270, 299, 876</td>
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<td>TR: Scoring Rubrics on Transparency: Ch. 4, 5, 6, 7, 8, 9, 11, 12, 13; Formal Assessment: Ch. 4, 5, 6, 7, 8, 9, 11, 12, 13</td>
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<td>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include 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.</td>
<td>SE/TE: 9, 758-759, 760, 848-854, 869</td>
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<td>TR: Academic and Workplace Skills Activity Book: 8-12</td>
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### Writing Applications

1. Write narratives that:
   a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense); | SE/TE: 72-73, 80, 81, 84, 804-805, 806-807, 839, 875 |
   TR: Writing Support Transparencies: 5-C, 5-E; Writing Support Activity Book: 5-1, 5-2 |
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<td>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</td>
<td>TR: Academic and Workplace Skills Activity Book: 37-42, 43</td>
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<td>TECH: Writing and Grammar iText: Section 5.4</td>
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<td>b. use a range of strategies and literary devices including figurative language and specific narration; and,</td>
<td>SE/TE: 72-73, 82, 111, 804-805, 806-807, 872, 874</td>
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<td>TR: Writing Support Transparencies: 5-D; Academic and Workplace Skills Activity Book: 37-42, 43</td>
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<td>TECH: Writing and Grammar iText: Section 5.3</td>
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<td>c. include an organized, well-developed structure.</td>
<td>SE/TE: 7, 18, 58, 82, 110, 139, 184, 210, 236, 261, 262, 291, 312</td>
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<td>TR: Writing Support Transparencies: 2-E, 4-D, 5-D, 6-D, 7-F, 9-E, 10-D, 11-E, 12-D, 13-E, 14-B-C; Writing Support Activity Book: 7-4, 14-1</td>
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<tr>
<td>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</td>
<td>SE/TE: 280, 281, 282-285, 286-290, 291-292, 293-297, 298, 299, 812, 816-826</td>
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<td>TR: Writing Support Transparencies: 13-A-H; Writing Support Activity Book: 13-1-2; Scoring Rubrics on Transparency: Ch. 13; Formal Assessment: Ch. 13, 33; Academic and Workplace Skills Activity Book: 44-54</td>
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<td>TECH: Writing and Grammar iText: Sections 13.1-13.4; Writers at Work videotape: Response to Literature</td>
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<td>3. Write business letters, letters to the editor and job applications that:</td>
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<tr>
<td>a. address audience needs, stated purpose and context in a clear and efficient manner;</td>
<td>SE/TE: 229, 324, 325, 326-327, 328, 329-337</td>
</tr>
<tr>
<td></td>
<td>TR: Writing Support Transparencies: 15-A-D; Writing Support Activity Book: 15-1-2</td>
</tr>
<tr>
<td></td>
<td>TECH: Writing and Grammar iText: Sections 15.1-15.3; Writers at Work videotape: Practical and Technical Writing</td>
</tr>
<tr>
<td>b. follow the conventional style appropriate to the text using proper technical terms;</td>
<td>SE/TE: 229, 324, 325, 326-327, 328, 329-337</td>
</tr>
<tr>
<td></td>
<td>TR: Writing Support Transparencies: 15-A-D; Writing Support Activity Book: 15-1-2</td>
</tr>
<tr>
<td></td>
<td>TECH: Writing and Grammar iText: Sections 15.1-15.3; Writers at Work videotape: Practical and Technical Writing</td>
</tr>
<tr>
<td>c. include appropriate facts and details;</td>
<td>SE/TE: 229, 324, 325, 326-327, 328, 329-337</td>
</tr>
<tr>
<td></td>
<td>TR: Writing Support Transparencies: 15-A-D; Writing Support Activity Book: 15-1-2</td>
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</table>
### OHIO GRADE-LEVEL INDICATORS, ENGLISH LANGUAGE ARTS

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<tbody>
<tr>
<td>(Continued) c. include appropriate facts and details;</td>
<td>TECH: Writing and Grammar iText: Sections 15.1-15.3; Writers at Work videotape: Practical and Technical Writing</td>
</tr>
</tbody>
</table>
| d. exclude extraneous details and inconsistencies; and | SE/TE: 229, 324, 325, 326-327, 328, 329-337  
TECH: Writing and Grammar iText: Sections 15.1-15.3; Writers at Work videotape: Practical and Technical Writing |
| e. provide a sense of closure to the writing. | SE/TE: 229, 324, 325, 326-327, 328, 329-337  
TECH: Writing and Grammar iText: Sections 15.1-15.3; Writers at Work videotape: Practical and Technical Writing |

4. Write informational essays or reports, including research that:

### Ohio Grade-Level Indicators, English Language Arts

#### PAGE(S) WHERE TAUGHT

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<tbody>
<tr>
<td>b. provide a clear and accurate perspective on the subject;</td>
<td>TR: Writing Assessment: Scoring Rubric and Scoring Models for Cause-and-Effect Essay, Problem-and-Solution Essay</td>
</tr>
<tr>
<td>e. document sources and include bibliographies.</td>
<td>SE/TE: 251, 255, 268, 269, 791, 850, 851, 852, 853, 854, 870, 871, 877</td>
</tr>
<tr>
<td></td>
<td>TR: Scoring Rubrics on Transparency: Ch. 12; Writing Assessment: Scoring Rubric and Scoring Models for Research Report</td>
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</table>
### OHIO GRADE-LEVEL INDICATORS, ENGLISH LANGUAGE ARTS

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<tbody>
<tr>
<td>e. document sources and include bibliographies.</td>
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<tr>
<td></td>
<td>TR: Academic and Workplace Skills Activity Book: 28</td>
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<td>TECH: Writing and Grammar iText: Sections 12.5-12.6</td>
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5. Write persuasive compositions that:

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<tbody>
<tr>
<td>a. establish and develop a controlling idea;</td>
<td>SE/TE: 128, 129, 130-133, 134-138, 139-140, 141-145, 146, 147, 148-155</td>
</tr>
<tr>
<td></td>
<td>TR: Writing Support Transparencies: 7-A-I;</td>
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<td></td>
<td>Writing Support Activity Book: 7-1-4</td>
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<td>TECH: Writers at Work videotape: Persuasion;</td>
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<td></td>
<td>Writing and Grammar iText: Sections 7.1-7.6</td>
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<tr>
<td>b. support arguments with detailed evidence;</td>
<td>SE/TE: 128, 129, 130-133, 134-138, 139-140, 141-145, 146, 147, 148-155</td>
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<tr>
<td></td>
<td>TR: Writing Support Transparencies: 7-A-I;</td>
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<td></td>
<td>Writing Support Activity Book: 7-1-4</td>
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<td></td>
<td>TECH: Writers at Work videotape: Persuasion;</td>
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<td></td>
<td>Writing and Grammar iText: Sections 7.1-7.6</td>
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<tr>
<td>c. exclude irrelevant information; and</td>
<td>SE/TE: 128, 129, 130-133, 134-138, 139-140, 141-145, 146, 147, 148-155</td>
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<td></td>
<td>TR: Writing Support Transparencies: 7-A-I;</td>
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<td></td>
<td>Writing Support Activity Book: 7-1-4</td>
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<td>TECH: Writers at Work videotape: Persuasion;</td>
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<td></td>
<td>Writing and Grammar iText: Sections 7.1-7.6, 14.3</td>
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<td></td>
<td>TR: Scoring Rubrics on Transparency: Ch. 12; Writing Assessment: Scoring</td>
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<td>Rubric and Scoring Models for Research Report; Writing and Workplace</td>
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<td>Skills Activity Book: 28</td>
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<td></td>
<td>TECH: Writing and Grammar iText: Sections 12.5-12.6</td>
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6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

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<td>SE/TE: 3, 122-123, 260, 290, 439, 747, 773, 779, 806-807, 808,</td>
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<td>815, 838, 871, 873, 874</td>
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<tr>
<td>TR: Writing Support Transparencies: 1-A, 6-H, 12-D, 13-D;</td>
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<tr>
<td>Writing Support Activity Book: 1-1, 6-2; Academic and Workplace</td>
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<tr>
<td>Skills Activity Book: 23-29, 41-43</td>
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<tr>
<td>TECH: Writing and Grammar iText, Section 12.3</td>
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</tbody>
</table>

SE = Student Edition  TE = Teacher Edition  TR = Teaching Resources  TECH = Technology
**OHIO GRADE-LEVEL INDICATORS, ENGLISH LANGUAGE ARTS**

**PAGE(S) WHERE TAUGHT**
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<table>
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<tr>
<th>Writing Conventions</th>
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<tr>
<td><strong>Spelling; Punctuation and Capitalization; and Grammar and Usage</strong></td>
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</table>
TECH: Writing and Grammar iText: Sections 8.5-8.6, 10.5-10.6, 13.5-13.6, 23.1, 26.1; On-line Exercise Bank: Section 20.2, 22.3, 23.1, 24.1, 26.1 |  |
TR: Scoring Rubrics on Transparency: Ch. 4, 5, 9, 10; Writing Assessment: Scoring Rubrics and Scoring Models for Autobiography Writing, Short Story, Cause-and-Effect Essay; Grammar Exercise Workbook: 81-82, 91-92, 163-164, 179-182, 183-200; Formal Assessment, Ch. 9, 28, 29; Grammar Exercises Answers on Transparencies: Ch. 28, 29; Hands-on Grammar Activity Book: Ch. 28, 29  
TECH: Writing and Grammar iText: Sections 4.5-4.6, 5.5-5.6, 28.1, 29.1-29.5; On-line Exercise Bank: Sections 21.2, 22.4, 28.1, 29.1-29.6 |  |
| 3. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). | SE/TE: 32, 448, 456, 458-459, 460, 461, 462, 463, 465, 468-484, 507-508, 562-563, 676, 870, 872, 873, 874, 875, 877  
TR: Grammar Exercises Answers on Transparencies: Ch. 21; Grammar Exercises Workbook: 1-4, 5-12, 13-20, 41-46, 79-82, 83-90, 105-106, 137-138  
<p>| 4. Use parallel structure to present items in a series and items juxtaposed for emphasis. | SE/TE: 873, 875 |</p>
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<tr>
<td>5. Use proper placement of modifiers.</td>
<td>SE/TE: 191, 217, 296, 378-389, 513-515, 516, 596-613</td>
</tr>
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<td></td>
<td>TR: Scoring Rubrics on Transparency: Ch. 9, 10; Writing Assessment: Scoring Rubrics and Scoring Models for Comparison-and-Contrast Essay, Cause-and-Effect Essay; Writing Support Transparencies: 13-G; Grammar Exercises Workbook: 21-32, 65-66, 151-158; Grammar Exercises Answers on Transparencies: Ch. 18, 26; Formal Assessment: Ch. 26; Hands-on Grammar Activity Book: Ch. 26</td>
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<tr>
<td>6. Maintain the use of appropriate verb tenses.</td>
<td>SE/TE: 188, 189, 526-537</td>
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<td>TR: Grammar Exercises Workbook: 113-130</td>
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<td>TECH: Writing and Grammar iText: Sections 23.1-23.2; On-line Exercise Bank: Sections 23.1-23.2</td>
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Research

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.

   TR: Scoring Rubrics on Transparency: Ch. 5; Writing Assessment: Scoring Rubrics and Scoring Models for Short Story; Writing Support Transparencies: 7-E; Writing Support Activity Book: 7-3; Grammar Exercises Workbook: 13-14, 93-94, 169-170; Academic and Workplace Skills Activity Book: 55-60
   TECH: Writing and Grammar iText: Sections 5.5-5.6, 17.1, 22.1, 29.1; On-line Exercise Bank: Sections 17.1, 22.1, 29.1

2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

   SE/TE: 138, 260, 751, 759, 816-817, 818, 824, 826, 855, 857, 858
   TR: Writing Support Transparencies: 7-E; Writing Support Activity Book: 7-3; Academic and Workplace Skills Activity Book: 46-52

3. Determine the accuracy of sources and the credibility of the author by analyzing the sources’ validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).

   SE/TE: 138, 141, 751, 855-856, 857, 858-859
   TR: Writing Support Transparencies: 7-E, 7-G-I; Writing Support Activity Book: 7-3
   TECH: Writing and Grammar iText: Section 7.4
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TR: Writing Support Transparencies: 7-E; Writing Support Activity Book: 7-3; Academic and Workplace Skills Activity Book: 46-52;  
Scoring Rubrics on Transparency: Ch. 5;  
Writing Assessment: Scoring Rubrics and Scoring Models for Short Story; Grammar Exercises Workbook: 13-14, 93-94, 169-170;  
Academic and Workplace Skills Activity Book: 55-60  
TECH: Writing and Grammar iText: Sections 5.5-5.6, 17.1, 22.1, 29.1; On-line Exercise Bank: Sections 17.1, 22.1, 29.1 | |
| 5. Integrate quotations and citations into written text to maintain a flow of ideas. | SE/TE: 269, 684-696, 820, 850, 851, 852, 853, 854, 876  
TR: Grammar Exercise Workbook: 183-188  
TECH: Writing and Grammar iText: Section 29.4; On-line Exercise Bank: Section 29.4 | |
| 6. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement. | SE/TE: 820, 850, 851, 852, 853, 854 | |
| 7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. | SE/TE: 9, 13, 25, 71, 97, 119, 129, 153, 173, 222, 247, 263, 277, 355, 744, 745, 746, 748-749, 758-760, 761, 762, 763, 874, 875  
TR: Writing Support Transparencies: 1-C, 2-H, 4-I, 5-H, 7-K, 8-H, 10-H, 11-L, 12-C; Writing Support Activity Book: 1-3, 2-5, 4-3, 5-3, 7-6, 8-3, 10-2, 11-4, 12-2; Scoring Rubrics on Transparencies: Ch. 6; Formal Assessment: Ch. 6; Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 | |

Communication: Oral and Visual

Listening and Viewing: Speaking Skills and Strategies; and Speaking Applications

1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings. | SE/TE: 125, 129, 199, 305, 746, 747, 748, 749-751, 756, 767, 836  
TR: Writing Support Transparencies: 9-1, 13-1; Writing Support Activity Book: 9-3, 13-4; Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
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</table>
| 2. Identify types of arguments used by the speaker, such as authority and appeals to emotion. | SE/TE: 125, 129, 199, 305, 746, 747, 748, 749-751, 756, 767, 836  
TR: Writing Support Transparencies: 9-I, 13-J; Writing Support Activity Book: 9-3, 13-4; Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
| 3. Analyze the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages. | SE/TE: 746-747, 748, 749-751, 752-755, 756, 870  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
| 4. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. | SE/TE: 80, 165, 746-747, 748, 749-751, 752-755, 756, 870  
TR: Writing Support Transparencies: 8-E; Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
| 5. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. | SE/TE: 746-747, 748, 749-751, 752-755, 756, 870  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
| 6. Vary language choices as appropriate to the context of the speech. | SE/TE: 746-747, 748, 749-751, 752-755, 756, 870  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
| 7. Deliver informational presentations (e.g., expository, research) that: | |
| a. demonstrate an understanding of the topic and present events or ideas in a logical sequence; | SE/TE: 192, 218, 242, 746-747, 748, 749-751, 752-755, 756, 870  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Scoring Rubrics on Transparency, Ch. 9, 10, 11; Formal Assessment, Ch. 9, 10, 11 |
| b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; | SE/TE: 139, 192, 218, 242, 291, 292, 746-747, 748, 749-751, 752-755, 756, 870  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Scoring Rubrics on Transparency, Ch. 9, 10, 11; Formal Assessment, Ch. 9, 10, 11; Writing Support Transparencies: 7-F, 13-E; Writing Support Activity Book: 7-4  
TECH: Writing and Grammar iText, Sections 7.3, 13.3 |
| c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution); | SE/TE: 39, 184-185, 192, 210-211, 218, 236-237, 242, 291, 312, 314, 746-747, 748, 749-751, 752-755, 756, 870, 871, 873  
TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12 |
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<tr>
<td>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</td>
<td>TR: Writing Support Transparencies: 9-E, 10-D, 11-E, 13-E, 14-B; Writing Support Activity Book: 14-I; Scoring Rubrics on Transparency: Ch. 9, 11; Formal Assessment: Ch. 9, 11</td>
</tr>
<tr>
<td>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and</td>
<td>SE/TE: 35, 90, 138, 235, 263, 746-747, 748, 749-751, 752-755, 756, 758-759, 760, 796, 797, 870, 874</td>
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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Scoring Rubrics on Transparency: Ch. 5; Formal Assessment: Ch. 5; Writing Support Transparencies: 7-E, 11-D; Writing Support Activity Book: 7-3, 11-2</td>
</tr>
<tr>
<td>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</td>
<td>SE/TE: 138, 141, 267, 270, 746-747, 748, 749-751, 752-755, 756, 850-854, 855-859, 870</td>
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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 8-12; Writing Support Transparencies: 7-E, 7-G-I; Writing Support Activity Book: 7-3; Scoring Rubrics on Transparency: Ch. 12; Formal Assessment: Ch. 12</td>
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<td>TECH: Writing and Grammar iText: Section 7.4</td>
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<td>8. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</td>
<td>SE/TE: 101, 119, 746-747, 748, 749-751, 752-755, 756</td>
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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Scoring Rubrics on Transparency: Ch. 6; Writing Assessment: Scoring Rubrics and Scoring Models for Description</td>
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<td>TECH: Writing and Grammar iText: Sections 6.5-6.6</td>
</tr>
<tr>
<td>a. establish and develop a logical and controlled argument;</td>
<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Writing Support Transparencies: 7-A-F; Writing Support Activity Book: 7-1, 7-4</td>
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<td>TECH: Writing and Grammar iText: Sections 7.1-7.3; Writers at Work videotape, Persuasion</td>
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### OHIO GRADE-LEVEL INDICATORS, ENGLISH LANGUAGE ARTS

**b.** include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;

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<td>TECH: Writing and Grammar iText: Sections 7.1-7.3; Writers at Work videotape, Persuasion</td>
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**c.** use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority and reason;

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<tr>
<td>SE/TE: 153, 746-747, 748, 749-751, 752-755, 756, 870</td>
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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12; Writing Support Transparency: 7-K; Writing Support Activity Book: 7-6</td>
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**d.** use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and

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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12</td>
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**e.** use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).

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<td>SE/TE: 744-745, 746-747, 748, 749-751, 752-755, 756, 771, 801, 870</td>
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<td>TR: Academic and Workplace Skills Activity Book: 1-3, 4-7, 8-12</td>
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