

## Correlation of

### We The People Series – Level Three

S.C. College/Career-Ready Standards for English Language Arts, Grades 9-12  
Updated March 2015

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ELA Standards	WTP Lessons
<b>Inquiry-Based Literacy Standards</b>	
<b>Standard 1:</b> Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	Chapter 18 <i>Critical Thinking Exercise</i> p. 128
<b>Standard 2:</b> Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	Chapter 25 <i>What Do You Think?</i> p. 181
<b>Standard 3:</b> Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	Chapter 31 <i>Critical Thinking Exercise</i> p. 230
<b>Standard 4:</b> Synthesize integrated information to share learning and/or take action.	Chapter 13 <i>What Do You Think?</i> p. 96
<b>Standard 5:</b> Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	Chapter 29 <i>What Do You Think?</i> p. 212
<b>Reading- Literary Text</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.	Chapter 5 Reviewing & Using the Lesson, #1 p. 42
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Declaration of Independence</i> Appendix
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	<i>Declaration of Independence</i> Appendix
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Chapter 7 <i>Critical Thinking Exercise</i> p. 54
<b>Standard 6:</b> Summarize key details and ideas to support analysis of thematic development.	Chapter 24 <i>Critical Thinking Exercise</i> p. 176
<b>Standard 7:</b> Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Chapter 4 Reviewing the Lesson, #5 p. 34

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<b>Standard 9:</b> Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	Chapter 31 <i>Critical Thinking Exercise</i> p. 228
<b>Standard 11:</b> Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.	Chapter 39 <i>Critical Thinking Exercise</i> p. 298
<b>Reading Informational Text Standards</b>	
<b>Standard 1:</b> Demonstrate understanding of the organization and basic features of print.	Whole Book
<b>Standard 2:</b> Demonstrate understanding of spoken words, syllables, and sounds.	Congressional Hearing Appendix
<b>Standard 3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.	Whole Book
<b>Standard 4:</b> Read with sufficient accuracy and fluency to support comprehension.	Whole Book
<b>Standard 5:</b> Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	Chapter 35 <i>Critical Thinking Exercise</i> p. 265
<b>Standard 6:</b> Summarize key details and ideas to support analysis of central ideas.	Chapter 32 <i>Critical Thinking Exercise</i> p. 240
<b>Standard 7:</b> Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	Congressional Hearing
<b>Standard 8:</b> Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	Chapter 28 <i>Critical Thinking Exercise</i> p. 204
<b>Standard 9:</b> Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	Chapter 1 <i>Critical Thinking Exercise</i> p. 10

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<b>Writing Standards</b>	
<b>Standard 1:</b> Write arguments to support claims with clear reasons and relevant evidence.	Chapter 10 <i>What Do You Think?</i> p. 76
<b>Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Chapter 22 <i>Critical Thinking Exercise</i> p. 156
<b>Standard 3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	Chapter 6 <i>Critical Thinking Exercise</i> p. 45
<b>Standard 4:</b> Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	Chapter 2 <i>Critical Thinking Exercise</i> p. 16
<b>Standard 5:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Chapter 36 <i>Critical Thinking Exercise</i> p. 276
<b>Communication Standards</b>	
<b>Standard 1:</b> Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.	Chapter 27 <i>Critical Thinking Exercise</i> p. 198
<b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	Chapter 15 <i>Critical Thinking Exercise</i> p. 110
<b>Standard 3:</b> Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	Chapter 37 <i>Critical Thinking Exercise</i> p. 279