Correlation of  
**We The People Series – Level Three**  
S.C. College/Career-Ready Standards for English Language Arts, Grades 9-12  
Updated March 2015

<table>
<thead>
<tr>
<th>ELA Standards</th>
<th>WTP Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inquiry-Based Literacy Standards</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Standard 1**: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated. | Chapter 18  
*Critical Thinking Exercise*  
p. 128 |
| **Standard 2**: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives. | Chapter 25  
*What Do You Think?*  
p. 181 |
| **Standard 3**: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis. | Chapter 31  
*Critical Thinking Exercise*  
p. 230 |
| **Standard 4**: Synthesize integrated information to share learning and/or take action. | Chapter 13  
*What Do You Think?*  
p. 96 |
| **Standard 5**: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively. | Chapter 29  
*What Do You Think?*  
p. 212 |

| **Reading- Literary Text** | | |
| **Standard 1**: Demonstrate understanding of the organization and basic features of print. | Chapter 5  
*Reviewing &Using the Lesson, #1*  
p. 42 |
| **Standard 3**: Know and apply grade-level phonics and word analysis skills in decoding words. | *Declaration of Independence*  
Appendix |
| **Standard 4**: Read with sufficient accuracy and fluency to support comprehension. | *Declaration of Independence*  
Appendix |
| **Standard 5**: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations. | Chapter 7  
*Critical Thinking Exercise*  
p. 54 |
| **Standard 6**: Summarize key details and ideas to support analysis of thematic development. | Chapter 24  
*Critical Thinking Exercise*  
p. 176 |
| **Standard 7**: 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 |
## Correlation of

**We The People Series – Level Three**

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

**Updated March 2015**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Page/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9</strong></td>
<td>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.</td>
<td>Chapter 31, <em>Critical Thinking Exercise</em> p. 228</td>
</tr>
<tr>
<td><strong>11</strong></td>
<td>Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.</td>
<td>Chapter 39, <em>Critical Thinking Exercise</em> p. 298</td>
</tr>
</tbody>
</table>

### Reading Informational Text Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>Whole Book</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Demonstrate understanding of spoken words, syllables, and sounds.</td>
<td>Congressional Hearing Appendix</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Know and apply grade-level phonics and word analysis skills in decoding words.</td>
<td>Whole Book</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>Read with sufficient accuracy and fluency to support comprehension.</td>
<td>Whole Book</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</td>
<td>Chapter 35, <em>Critical Thinking Exercise</em> p. 265</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>Summarize key details and ideas to support analysis of central ideas.</td>
<td>Chapter 32, <em>Critical Thinking Exercise</em> p. 240</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</td>
<td>Congressional Hearing</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>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.</td>
<td>Chapter 28, <em>Critical Thinking Exercise</em> p. 204</td>
</tr>
<tr>
<td><strong>9</strong></td>
<td>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.</td>
<td>Chapter 1, <em>Critical Thinking Exercise</em> p. 10</td>
</tr>
</tbody>
</table>
Correlation of

**We The People Series – Level Three**

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

**Updated March 2015**

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>Chapter</th>
</tr>
</thead>
</table>
| **Standard 1**: Write arguments to support claims with clear reasons and relevant evidence. | Chapter 10  
  *What Do You Think?*  
p. 76 |
| **Standard 2**: 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  
  *Critical Thinking Exercise*  
p. 156 |
| **Standard 3**: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. | Chapter 6  
  *Critical Thinking Exercise*  
p. 45 |
| **Standard 4**: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. | Chapter 2  
  *Critical Thinking Exercise*  
p. 16 |
| **Standard 5**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Chapter 36  
  *Critical Thinking Exercise*  
p. 276 |

<table>
<thead>
<tr>
<th>Communication Standards</th>
<th>Chapter</th>
</tr>
</thead>
</table>
| **Standard 1**: 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  
  *Critical Thinking Exercise*  
p. 198 |
| **Standard 2**: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources. | Chapter 15  
  *Critical Thinking Exercise*  
p. 110 |
| **Standard 3**: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information. | Chapter 37  
  *Critical Thinking Exercise*  
p. 279 |