

Common Core Standards for English Language Arts
 Correlated to *Career Choices , Possibilities , and Instructor's Guide*

Grade 8	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Grades 9-10	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
College and Career Readiness Anchor Standards for Reading - Literature							
Key Ideas & Details							
1. Cite textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text.		pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14
2. Determine a theme or central idea of a text and analyze its development over the course of the text; including its relationship to characters, setting and plot; provide an objective summary of the text.		pp. 54-56, 79, 84-86, 93-94, 101, 160-162, 208-211, 238-239, 260-261, 268-269, 271-272, 274-275	pp. 2/10-2/14	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text; including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.		pp. 54-56, 88-89, 160-162, 208-211, 215	pp. 2/10-2/14
3. Analyze how particular elements of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Practiced throughout text	pp. 17-18, 54-56, 84-86, 136-138, 208-211, 268-269, 274-275	pp. 2/10-2/14	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters and advance the plot or develop the theme.		pp. 54-56, 79, 84-86, 93-94, 101, 160-162, 208-211, 238-239, 260-261, 268-269, 271-272, 274-275	pp. 2/10-2/14
College and Career Readiness Anchor Standards for Reading - Literature							
Craft & Structure							
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.		pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 173-177, 213, 219-220, 224, 246-247, 250-251, 278-283	pp. 2/10-2/14	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.		pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 173-177, 213, 219-220, 224, 246-247, 250-251, 278-283	pp. 2/10-2/14
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Integration of <i>Career Choices</i> with <i>Possibilities</i>	Follow-up questions throughout text	pp. 2/10-2/14	5. Analyze how an authors choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension or surprise.		pp. 11-18, 47-56, 80-86, 87-89, 95-102, 127-138, 142-163, 178-211, 228-239, 254-261	pp. 2/10-2/14

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6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense and humor.		pp. 47-56, 80-86, 112-117, 178-211, 254-261	pp. 2/10-2/14	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.		pp. 33-36, 166-171, 228-239	pp. 2/10-2/14
College and Career Readiness Anchor Standards for Reading - Literature							
Integration of Knowledge & Ideas							
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		pp. 11-18	pp. 2/10-2/14, 6/41-6/48	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beax Arts" and Breughel's Landscape with the Fall of Icarus).		pp. 11-18	pp. 2/10-2/14, 6/41-6/48
8. Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new.		pp. 37-39, 95-102, 127-138, 166-171	pp. 2/10-2/14	8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	pp. 183-185	pp. 166-171	pp. 4/118-4/119
College and Career Readiness Anchor Standards for Reading - Literature							
Range of Reading & Level of Text Complexity							
9. By the end of the year, read and comprehend literature, including stories, dramas and poems at the high end of grades 6-8 text complexity band proficiently.		Goal of the text		9. By the end of grade 9, read and comprehend literature, including stories, dramas and poems, in the 9-10 grades understand complexity bands with scaffolding as needed at the high end of the range.		Goal of the text	

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College and Career Readiness Anchor Standards for Reading - Informational Text							
Key Ideas & Details							
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Practiced throughout text	pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Practiced throughout text	pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14
2. Determine a central idea of a text and analyze its development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.	Practiced throughout text	pp. 66-68, 70-71, 101, 106-107, 110, 116-117, 121-123, 170-171, 278-283	pp. 2/10-2/14	2. Determine a central idea of a text and analyze its development over the course of the text; including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Practiced throughout text	pp. 66-68, 70-71, 101, 106-107, 110, 116-117, 121-123, 170-171, 278-283	pp. 2/10-2/14
3. Analyze how a text makes connections among and distinctions between individuals, ideas or events (e.g., through comparisons, analogies or categories).	Practiced throughout text		pp. 2/10-2/14	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Practiced throughout text		pp. 2/10-2/14
College and Career Readiness Anchor Standards for Reading - Informational Text							
Craft & Structure							
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 173-177, 213, 219-220, 224, 246-247, 250-251, 278-283	pp. 4/4, 4/18, 6/49-6/54	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 173-177, 213, 219-220, 224, 246-247, 250-251, 278-283	pp. 4/4, 4/18, 6/49-6/54
5. Analyze in detail the structure a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14	5. Analyze in detail how an authors ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text (e.g., a section or chapter).		21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	pp. 2/10-2/14

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6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		pp. 103-107, 108-111	pp. 2/10-2/14	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		pp. 27-32, 216-220	pp. 2/10-2/14
College and Career Readiness Anchor Standards for Reading - Informational Text							
Integration of Knowledge & Ideas							
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		pp. 29-32, 136, 215, 251, 269		7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia) determining which details are emphasized in each account.			
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	pp. 203-207, 210-215	pp. 103-107	pp. 4/128-4/129, 4/132-4/134	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	pp. 196-200		pp. 4/123-4/126
9. Analyze a case in which two or more text provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Opportunities to practice through optional online enhancing activities			9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail), including how they address related themes and concepts.		pp. 27-32, 47-56, 64-68, 108-111, 112-117	
College and Career Readiness Anchor Standards for Reading - Informational Text							
Range of Reading & Level of Text Complexity							
10. By the end of the year, read and comprehend literary nonfiction in grades 6-8 text complexity band independently and proficiently.		Goal of the text		10. By the end of grade 9, read and comprehend literary nonfiction in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		Goal of the text	

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College and Career Readiness Anchor Standards for Reading - Writing							
Text Types & Purpose							
1. Write arguments to support claims with clear reasons and relevant evidence. (a) Introduce claims, acknowledge and distinguish the claims from alternate or opposing claims and organize the reasons and evidence logically. (b) Support claims with logical reasoning and relevant evidence using accurate, credible sources and demonstrating an understanding of the topic or text. (c) Use words, phrases and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons and evidence. (d) Establish and maintain a formal style. (e) Provide a concluding statement or section that follows from the argument presented.	Goal of the entire text practiced through the development of the 10-year plan	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14, 4/1-4/170	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (a) Introduce precise claims, and create and organization that establishes clear relationships among claims, counterclaims, reasons and evidence. acknowledge alternate or opposing claims and organize the reasons and evidence. (b) Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns. (c) Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims. (d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (e) Provide a concluding statement or section that follows from the argument presented.	Goal of the entire text practiced through the development of the 10-year plan	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14, 4/1-4/170

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<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (headings), graphics (charts, table) and multimedia when useful to aiding comprehension. (b) Develop the topic with relevant well-chosen facts, definitions, concrete details, quotations or other information and examples. (c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Establish and maintain a formal style. (f) Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Goal of the entire text practiced through the development of the 10-year plan</p>	<p>Practiced throughout the text through a variety of essays, projects, and writing assignments</p>	<p>pp. 2/10-2/14, 4/1-4/170</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. (a) Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (headings), graphics (charts, table) and multimedia when useful to aiding comprehension. (b) Develop the topic with well-chosen relevant and sufficient facts, definitions, extended definitions, concrete details, quotations or other information and examples appropriate to the audiences knowledge of the topic. (c) Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among ideas and concepts. (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Goal of the entire text practiced through the development of the 10-year plan</p>	<p>Practiced throughout the text through a variety of essays, projects, and writing assignments</p>	<p>pp. 2/10-2/14, 4/1-4/170</p>

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3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences. (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (b) Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters. (c) Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (d) Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events. (e) Provide a conclusion that follows from the narrated experiences or events.	pp. 12-14, 70-72, 156-157, 186-191, 196-199	pp. 42, 4454-56, 89, 125, 160-162, 208-211, 224, 226, 261, 275	pp. 4/9, 4/18, 4/93-4/94	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (a) Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple points of view and introducing a narrator and/or characters; create a smooth progression of experiences or events. (b) Use narrative techniques such as dialogue, pacing and description, reflection and multiple plot lines to develop experiences, events and/or characters. (c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (d) Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. (e) Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.	pp. 12-14, 70-72, 156-157, 186-191, 196-199	pp. 42, 4454-56, 89, 125, 160-162, 208-211, 224, 226, 261, 275	pp. 4/9, 4/18, 4/93-4/94
College and Career Readiness Anchor Standards for Reading - Writing							
Production & Distribution of Writing							
4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	Opportunities to practice throughout the text	Practiced throughout the text through a variety of essays, projects, and writing assignments	Various writing assignment suggestions throughout	4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).	Opportunities to practice throughout the text	Practiced throughout the text through a variety of essays, projects, and writing assignments	Various writing assignment suggestions throughout

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5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.	Opportunities to practice throughout the text	Opportunities to practice throughout the text		5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Opportunities to practice throughout the text	Opportunities to practice throughout the text	
6. Use technology, including the Internet to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5	6. Use technology, including the Internet to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and display information flexibility and dynamically.	pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
College and Career Readiness Anchor Standards for Reading - Writing							
Research to Build & Present Knowledge							
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions for further research and investigation.	pp. 124-141, 148-159, 211-213, online activities	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	pp. 124-141, 148-159, 211-213, online activities	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
8. Gather relevant information from multiple print avenues and digital sources; using search terms effectively; assess the credibility and accuracy of each source and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	pp. 124-141, 148-159, 211-213, online activities	pp. 172-177	pp. 4/80-4/84, 4/89-4/95, 4/132-4/133	8. Gather relevant information from multiple authoritative print and digital sources; using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	pp. 124-141, 148-159, 211-213, online activities	pp. 29-32, 38, 79, 94, 106-107, 110, 165, 174-177, 207, 215, 253, 261, 272	pp. 4/85-4/106, 4/132-4/133, 7/6-7/14

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9. Draw evidence from literary or informational texts to support analysis, reflection and research. A. Apply grade 8 Reading Standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new"). B. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced).		pp. 37-39, 95-102, 127-138, 166-171	pp. 2/10-2/14	9. Draw evidence from literary or informational texts to support analysis, reflection and research. A. Apply grades 9-10 Reading Standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work, eg - Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare"). B. Apply grades 9-10 standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	pp. 183-185	pp. 166-171	pp. 4/118-4/119
College and Career Readiness Anchor Standards for Reading - Writing							
Range of Writing							
10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments		10. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	

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College and Career Readiness Anchor Standards for Reading - Listening							
Comprehension and Collaboration							
1. Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Practiced throughout the course	Practiced throughout the course	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. (d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Practiced throughout the course	Practiced throughout the course	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40

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2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.			pp. 2/10-2/14, 6/41-6/48	2. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 4/9, 4/32, 4/42-4/43, 4/68, 6/24-6/27
3. Delineate a speakers' argument and specific claims, evaluating the soundness or the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 4/9, 4/32, 4/42-4/43, 4/68, 6/36-6/41	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.		pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 6/36-6/41
College and Career Readiness Anchor Standards for Reading - Listening							
Presentation of Knowledge and Ideas							
4. Present claims and finding, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	pp. 49, 162-165	pp. 22, 27-32, 93, 108-111, 239		4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	pp. 49, 162-165	pp. 22, 27-32, 93, 108-111, 239	
5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 7/4-7/5	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 7/4-7/5
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Discussions and interviews throughout the text	pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 4/32, 4/42-4/43, 4/66, 4/68-4/69, 4/70, 4/84, 4/103-4/104, 6/23-6/35	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	Discussions and interviews throughout the text	pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 4/32, 4/42-4/43, 4/66, 4/68-4/69, 4/70, 4/84, 4/103-4/104, 6/23-6/35

Common Core Standards for English Language Arts
 Correlated to *Career Choices , Possibilities , and Instructor's Guide*

Grade 8	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Grades 9-10	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
College and Career Readiness Anchor Standards for Reading - Language							
Conventions of Standard English							
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (b) Form and use verbs in the active and passive voice. (c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (d) Recognize and correct inappropriate shifts in verb voice and mood.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (b) Use an ellipsis to indicate an omission. (c) Spell correctly.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (b) Use a colon to introduce a list or quotation. (c) Spell correctly.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Practiced throughout text	Practiced throughout the text through a variety of essays, projects, and writing assignments	pp. 2/10-2/14

Common Core Standards for English Language Arts
 Correlated to *Career Choices , Possibilities , and Instructor's Guide*

Grade 8	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Grades 9-10	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
College and Career Readiness Anchor Standards for Reading - Language							
Vocabulary Acquisition and Use							
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 178-211	pp. 4/4, 4/18, 6/49-6/54	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). (c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. (d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 178-211	pp. 4/4, 4/18, 6/49-6/54

Common Core Standards for English Language Arts
 Correlated to *Career Choices , Possibilities , and Instructor's Guide*

Grade 8	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Grades 9-10	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g. verbal irony, puns) in context. (b) Use the relationship between particular words to better understand each of the words. (c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 136-138, 140, 160-162, 165, 173-177, 178-211, 219-220, 226, 238-239, 246-247, 250-251	pp. 2/10-2/14	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (b) Analyze nuances in the meaning of words with similar denotations.		pp. 21-23, 25-26, 29-32, 41-42, 58-60, 62-63, 88-89, 136-138, 140, 160-162, 165, 173-177, 178-211, 219-220, 226, 238-239, 246-247, 250-251	pp. 2/10-2/14
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Vocabulary throughout text (see <i>Workbook & Portfolio</i>); also pp. 39, 44, 250-253, 256-257, 259	pp. 178-211	pp. 4/4, 4/18, 6/49-6/54	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Vocabulary throughout text (see <i>Workbook & Portfolio</i>); also pp. 39, 44, 250-253, 256-257, 259	pp. 178-211	pp. 4/4, 4/18, 6/49-6/54