

# Hawaii Language Arts Content Standards

## Correlated to *Career Choices, Possibilities and Instructor's Guide*

Benchmarks	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 6<sup>th</sup> Edition</i>
<b>READING AND LITERATURE</b>			
<b>Standard 1 – Read a range of literary and informative texts for a variety of purposes.</b>			
<ul style="list-style-type: none"> <li>Read a broad range of traditional and contemporary canonical and noncanonical texts in many genres.</li> </ul>	Practiced throughout text	Practiced throughout text	2/10-2/14, 3/8-3/12
<ul style="list-style-type: none"> <li>Read to understand many dimensions of human experience (e.g., social, cultural, philosophical, ethical).</li> </ul>	Theme of entire text	Theme of entire text	2/10-2/14, 3/8-3/12
<ul style="list-style-type: none"> <li>Read to research an issue, theme or thesis using technological and traditional informational resources.</li> </ul>	Practiced throughout text	Practiced throughout text	2/10-2/14, 3/8-3/12
<ul style="list-style-type: none"> <li>Read to solve problems and perform citizenship and work-related tasks (e.g., tax form, voter registration, job application, technical manual).</li> </ul>	158-159, 250-253, 254-255, online activities	38, 85, 94, 263	4/12, 4/55, 4/76, 4/95, 4/151-4/160, 4/168, 7/2
<b>Standard 2 – Use strategies within the reading process to construct meaning.</b>			
<ul style="list-style-type: none"> <li>Use reading strategies appropriate to text and purpose (e.g., annotating, quoting, alluding to text, rethinking initial response).</li> </ul>	Practiced throughout text	Journal entries and follow-up questions throughout text	2/10-2/14, 3/8-3/12
<ul style="list-style-type: none"> <li>Evaluate own interpretation within a range of plausible possibilities.</li> </ul>	Discussions throughout text	Journal entries and follow-up questions throughout text	2/10-2/14
<ul style="list-style-type: none"> <li>Read text(s) as art, representation of culture, and/or history.</li> </ul>	Practiced throughout text	Practiced throughout text	4/1-4/170
<ul style="list-style-type: none"> <li>Generate questions, identify issues or problems, and investigate answers or solutions using general and specialized information sources.</li> </ul>	Practiced throughout text	Journal entries and follow-up questions throughout text	4/1-4/170
<b>Standard 3 – Apply knowledge of the conventions of language and texts to construct meaning.</b>			
<ul style="list-style-type: none"> <li>Apply knowledge of genre conventions and literary devices to critically assess texts and their construction.</li> </ul>	222	22-23, 25-26, 41, 47-56, 58, 63, 66, 72, 76-78, 80-86, 87-88, 112-117, 178-211, 254-261	2/10-2/14
<ul style="list-style-type: none"> <li>Understand how language is used to represent or challenge social and cultural beliefs.</li> </ul>		67, 94, 117, 239, 272, 274-275	4/1-4/106, 4/84, 4/112
<b>Standard 4 – Respond to texts from a range of stances: initial understanding, personal, interpretive, critical.</b>			
<ul style="list-style-type: none"> <li>Make warranted and plausible interpretation of text(s) using information synthesized from sources that represent different perspectives.</li> </ul>	The integration of <i>Career Choices</i> with <i>Possibilities</i>	208-211, 213, 216-219, 228-238, 240-248	2/8-2/14, 4/1-4/170
<ul style="list-style-type: none"> <li>Analyze one or more aspects of text meaning, technique, and/or structure—for various purposes.</li> </ul>	Practiced throughout text	Follow-up questions and discussions throughout text	4/1-4/170
<ul style="list-style-type: none"> <li>Critique texts by questioning assumptions, and challenging or affirming the underlying values represented in text.</li> </ul>	Practiced throughout text	Follow-up questions and discussions throughout text	4/1-4/170

Benchmarks	Career Choices	Possibilities	Instructor's Guide, 6 <sup>th</sup> Edition
<b>Standard 5 – Demonstrate confidence as readers, and find value and satisfaction in reading and sharing reading experiences with others.</b>			
<ul style="list-style-type: none"> <li>Engage intellectually with texts—take risks, speculate, explore, alternative scenarios, think metaphorically.</li> </ul>	Practiced throughout text	Goal of entire text	Practiced in activities throughout
<b>Standard 6 – Diversity – Interact thoughtfully with texts that represent diversity in language, perspective, and/or culture.</b>			
<ul style="list-style-type: none"> <li>Infer social or cultural norms or values of a group.</li> </ul>		Journal entries and follow-up questions throughout text	
<ul style="list-style-type: none"> <li>Analyze text for biased perspective embedded in language.</li> </ul>		94, 117, 239, 272, 274-275	4/1-4/106, 4/84, 4/112
<ul style="list-style-type: none"> <li>Explain the social, cultural or historical context of a text.</li> </ul>		Journal entries and follow-up questions throughout text	
<b>WRITING</b>			
<b>Standard 1 – Write using various forms to communicate for a variety of purposes and audiences.</b>			
<ul style="list-style-type: none"> <li>Write using various fiction and nonfiction genres.</li> </ul>	148-155, 157, 159, 250-253, online activities*	Journal entries throughout; 17-18, 29-32, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136-137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 279-283	4/32, 4/34-4/35, 4/39-4/41, 4/42, 4/45, 4/57, 4/63, 4/68, 4/83, 4/84, 4/95, 4/102-4/104, 4/112, 4/114, 4/143, 4/155, 4/159
<ul style="list-style-type: none"> <li>Write to report information from research using appropriate forms (e.g., term paper, position paper, I-search, interviews).</li> </ul>	144-165, 266-282	29-32, 38, 79, 94, 106-107, 110, 164-165, 174-177, 207, 215, 253, 261, 272	4/85-4/105, 4/161-4/169
<ul style="list-style-type: none"> <li>Write a variety of responses to reflect on learning.</li> </ul>		Journal entries and follow-up questions throughout; 17-18, 29-32, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136-137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 279-283	
<ul style="list-style-type: none"> <li>Write for problem solving and application.</li> </ul>	Practiced throughout text		Practiced in activities throughout
<b>Standard 2 – Use writing processes and strategies appropriately and as needed to construct meaning and communicate effectively.</b>			
<ul style="list-style-type: none"> <li>Control and adapt writing processes according to task, purpose and audience.</li> </ul>	158-159, 250-253, 254-255, online activities	38, 85, 94, 263	4/39-4/41, 4/76, 4/95, 4/151-4/160, 4/168
<ul style="list-style-type: none"> <li>Evaluate and synthesize information from research and integrate information with own ideas in text.</li> </ul>	124-141, 148-159, 211-213, online activities	38, 79, 106-107, 165, 174-177, 253, 261, 272	4/85-4/106, 7/6-7/14
<ul style="list-style-type: none"> <li>Interact with others to see anew, solve writing problems, and develop thought; and use feedback to revise and improve writing.</li> </ul>	162-165	85	4/102-4/105, 4/148

Benchmarks	Career Choices	Possibilities	Instructor's Guide, 6 <sup>th</sup> Edition
<ul style="list-style-type: none"> <li>▪ Craft writing to appeal to and convince readers.</li> </ul>		85	
<ul style="list-style-type: none"> <li>▪ Publish-in a variety of ways-selected finished products.</li> </ul>	278-281	38, 44-45, 279-283	4/90, 7/2-7/5
<b>Standard 3 – Apply knowledge and understanding of the conventions of language and research when writing.</b>			
<ul style="list-style-type: none"> <li>▪ Demonstrate control of standard conventions.</li> </ul>	Practiced throughout text	Practiced throughout text	4/152-4/153
<b>Standard 4 – Use rhetorical devices to craft writing appropriate to audience and purpose.</b>			
<ul style="list-style-type: none"> <li>▪ Reveals insights about people, events, knowledge and experience.</li> </ul>	Practiced throughout text	Practiced throughout text	
<ul style="list-style-type: none"> <li>▪ Has an organizing structure that gives the writing coherence (e.g., weaves the threads of meaning into a whole).</li> </ul>		17-18, 54-56, 84-86, 88-89, 93-94, 136-138, 160-162, 208-211, 260-261, 268-269, 271-272, 274-275, 278-283	4/34-4/35
<ul style="list-style-type: none"> <li>▪ Uses language that energizes the writing and gives it cadence and color.</li> </ul>		21-23, 25-26, 29-32, 36, 41-42, 54-56, 68-60, 62-63, 88-89, 125, 136-138, 140, 160-162, 165, 173-177, 208-211, 213, 215, 219-220, 224, 246-247, 250-251, 278-283	
<ul style="list-style-type: none"> <li>▪ Uses a voice and style that are appropriate for the topic, purpose, and audience.</li> </ul>	158-159, 250-253, 254-255, online activities	54-56, 88-89, 93-94, 260-261, 271-272, 278-283	
<b>Standard 5 – Demonstrate confidence as writers, and find value and satisfaction in writing and sharing writing with others.</b>			
<ul style="list-style-type: none"> <li>▪ Recognize opportunities to use writing to accomplish purposes and follow through by writing.</li> </ul>	158-159, 250-253, 254-255, online activities	85, 94, 278-283	
<b>Standard 6 – Understand diversity in language, perspective, and culture in order to craft texts that represent diverse thinking and expression.</b>			
<ul style="list-style-type: none"> <li>▪ Use writing to consider, explore, analyze issues of diversity in language, perspective and culture.</li> </ul>	Self-discovery, exploration, and planning themes throughout text	Self-discovery, exploration, and planning themes throughout text	
<b>ORAL COMMUNICATION</b>			
<b>Standard 1 – Communicate orally using various forms-interpersonal, group, and public-for a variety of purposes and situations.</b>			
<ul style="list-style-type: none"> <li>▪ Take and defend a position in a debate to consider an issue from differing perspectives.</li> </ul>		21-23, 29-32, 85, 88-89, 239, 247	4/32, 4/42-4/43, 4/68-4/69, 4/70, 4/84
<ul style="list-style-type: none"> <li>▪ Participate in informal and formal groups (e.g., forum, symposium, parliamentary procedure) for a variety of purposes.</li> </ul>	Discussions throughout text	Discussions throughout text	Activities and discussions throughout, 6/23-6/35
<ul style="list-style-type: none"> <li>▪ Make formal speeches to inform and persuade or influence actions.</li> </ul>		29-32, 136, 215, 251, 269	4/66, 4/103-4/104

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<b>Standard 2 – Use strategies within speaking and listening processes to construct and communicate meaning.</b>			
<ul style="list-style-type: none"> <li>Analyze audience and use strategies to create rapport and develop common understandings.</li> </ul>			4/33, 4/146-4/147
<ul style="list-style-type: none"> <li>Make plans for achieving purpose, assess progress, and revise actions when communication breaks down.</li> </ul>			4/30, 4/162
<ul style="list-style-type: none"> <li>Listen critically by identifying weaknesses in reasoning and by judging the soundness of evidence.</li> </ul>		261	4/25, 4/128
<ul style="list-style-type: none"> <li>Develop personal view after consideration of a variety of sources and points of view.</li> </ul>	52-53, 120	38, 91, 165, 251	4/21, 4/44-4/45, 4/70, 4/76, 4/150
<b>Standard 3 – Apply knowledge of verbal and nonverbal language to communicate effectively.</b>			
<ul style="list-style-type: none"> <li>Use verbal and nonverbal language to create rapport and establish credibility with an audience.</li> </ul>			4/149-4/149, 4/157
<ul style="list-style-type: none"> <li>Use pronunciation and grammar appropriate to audience, purpose, and situation, and to achieve desired results.</li> </ul>			4/157, 10/6
<b>Standard 4 – Adapt messages appropriate to audience, purpose and situation.</b>			
<ul style="list-style-type: none"> <li>Use supporting ideas from credible sources so message is accepted by audience.</li> </ul>			4/62, 4/159, 6/67-6/68
<ul style="list-style-type: none"> <li>Organize ideas to achieve desired purpose.</li> </ul>			4/89-4/90, 4/137, 4/162, 10/5
<ul style="list-style-type: none"> <li>Use language to elicit a desired response.</li> </ul>	197-199, 231-235, 236-237	25, 29-32, 41-42	4/126, 4/138, 4/142, 4/145, 4/159
<ul style="list-style-type: none"> <li>Select and use delivery style to achieve desired audience response(s).</li> </ul>		31-32, 208	10/6
<b>Standard 5 – Demonstrate confidence as communicators, and find value and satisfaction in sharing ideas with others.</b>			
<ul style="list-style-type: none"> <li>Demonstrate confidence in own ideas and ability to inform or influence others.</li> </ul>	Practiced in class discussions throughout text	21-23, 29-32, 85, 88-89, 239, 247	4/32, 4/42, 4/68
<b>Standard 6 – Understand diversity in language, perspective and/or culture and use speaking and listening to foster understanding.</b>			
<ul style="list-style-type: none"> <li>Know that language includes and excludes, and use listening and speaking to create mutual understanding.</li> </ul>		94, 117, 239, 272, 274-275	4/1-4/106, 4/84, 4/112