

Indiana English Language Arts Standards

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

Grade 9 Expectations	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide, 6th Edition</i>
READING			
Standard 1 – Word Recognition, Fluency, and Vocabulary Development – Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.			
Vocabulary and Concept Development			
Identify and use the literal and figurative meanings of words and understand the origins of words	Vocabulary throughout text (see <i>Workbook</i>)	22-23, 67-68, 165, 207, 263	4/4, 4/18, 6/49-6/54
Standard 2 – Comprehension – Students read and understand grade level appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students. At Grade 9, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.			
Structural Features of Informational and Technical Materials			
Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes	92; 158-159; 186-189; 250-257	94, 279-283	4/58, 4/90, 4/95, 4/97, 4/103-4/105, 4/151-4/160, 6/1
Comprehension and Analysis of Grade-Level-Appropriate Text			
Generate relevant questions about readings on issues that can be researched	148-155; 168-179	Journal entries throughout text	2/10-2/14, 4/62, 4/68
Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension	Practiced throughout text	21, 38-39, 62, 140, 164-165, 172-175, 213, 262-269	2/10-2/14, 3/8-3/12
Demonstrate use of technology by following directions in technical manuals	Use of online activities*	174-177, 272, 279-283	4/50-4/51, 4/87, 4/153-4/154, 4/163, 7/2-7/14
Expository (Informational) Critique			
Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings	Use of online activities*	209-211	7/6-7/14
Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text	50-53	29-32, 38, 84-94, 117, 139-140, 239, 272, 274-275	4/32, 4/33-4/35, 4/42, 4/62

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Standard 3 – Literary Response and Analysis – Students read and respond to grade level appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of the themes of these works. The selections in the Indiana Reading List illustrate the quality and complexity of the materials to be read by students.			
Structural Features of Literature			
Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic	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
Narrative Analysis of Grade-Level-Appropriate Text			
Analyze interactions between characters in a literary text and explain the way those interactions affect the plot	52-53; 60; 104-110; 124; 162-163; 185; 204-206	11-18, 47-56, 80-86, 90-94, 95-102, 112-117, 127-138, 142-163, 178-211, 228-239, 254-261, 264-269, 274	2/10-2/14, 4/11, 4/34-4/35
Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves)	10-13; 24-53; 66-69; 168, 170-171, 173-174; 194-199	11-18, 47-56, 62, 80-86, 95-102, 112-117, 127-138, 142-163, 171, 178-211, 228-239, 254-261, 264-269, 274	2/10-2/14, 4/31, 4/34-4/35, 4/152
Compare works that express a universal theme and provide evidence to support the views expressed in each work	Theme of entire text	Self-discovery theme of entire text	2/8-2/14, 3/1-3/5, 4/1-4/170
Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past)	10-13	11-18, 47-56, 80-86, 87-89, 95-102, 127-138, 142-163, 178-211, 228-239, 254-261	2/10-2/14
Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.		21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	2/10-2/14
Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.	203-206; 242	37-38, 101, 238	2/10-2/14, 4/115
Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.	222	47-56, 80-86, 112-117, 178-211, 254-261	2/10-2/14
Literary Criticism			
Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood and theme		22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	2/10-2/14, 4/4

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Analyze the way in which a work of literature is related to the themes and issues of its historical period	74-75	21-22, 25-26, 36, 41-42, 54-56, 58, 84-86, 103-107, 110-111, 116-117, 124-126, 171, 172-177, 221-224, 238-239, 247, 251	2/10-2/14, 4/43
WRITING			
Standard 4 – Process – Students discuss ideas for writing with other writers. They write coherent focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).			
Organization and Focus			
Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively	162-165	85, 279-283	4/102-4/105, 4/148
Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing	Practiced throughout text in a variety of essays and exercises	54-56, 137-138, 261, 275	Practiced throughout entire curriculum
Use precise language, action verbs, sensory details, and appropriate modifiers	44-45, 53; 216-217; 230-231, 236-237	31-32, 162	4/24
Research and Technology			
Use writing to formulate clear research questions and to compile information from primary and secondary print or Internet sources	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
Develop the main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions	Practiced through a variety of essays and exercises	54-56, 137-138, 261, 275	Practiced in activities throughout
Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources	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
Use a computer to design and publish documents by using advanced publishing software and graphic programs	278-281	38, 44-45, 279-283	4/90, 7/2-7/5
Evaluation and Revisions			
Review, evaluate and revise writing for meaning, clarity, content, and mechanics	250-253	Practiced throughout	4/152-4/153
Standard 5 – Applications – At Grade 9, students combine the rhetorical strategies of narrations, exposition, persuasion, and description in texts (of at least 1,500 words). Students beginning to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies in Standard 4 – Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.			
Write biographical or autobiographical narratives or short stories that:			
<ul style="list-style-type: none"> ▪ Describe a sequence of events and communicate the significance of the events to the audience 	12-13; 186-191	54-56, 89, 161-162, 208-211, 224, 226, 261, 275	4/18, 4/77, 4/93-4/94
<ul style="list-style-type: none"> ▪ Locate scenes and incidents in specific places 	157	125, 160-162, 208-211	

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<ul style="list-style-type: none"> Describe with specific details the sights and sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings 	14; 70-72; 156-157; 196-199	42, 44, 54-56, 162, 171, 208-211, 261, 275	4/9, 4/18, 4/93-4/94
<ul style="list-style-type: none"> Pace the presentation of actions to accommodate changes in time and mood 		54-56, 102, 208-211, 275	4/114
Write responses to literature that:			
<ul style="list-style-type: none"> Demonstrate a comprehensive, grasp of the significant ideas of literary works 		Writing projects throughout text	2/10-2/14
<ul style="list-style-type: none"> Support important ideas and viewpoints through accurate and detailed references to the text or to other works 		Writing projects throughout text	2/10-2/14, 4/77
<ul style="list-style-type: none"> Demonstrate an awareness of the author's style and an appreciation of the effects created 		36, 42, 44, 139-141, 161, 170-171, 173, 215, 216-220, 250	2/10-2/14, 4/8, 4/113
Write expository compositions, including analytical essays and research reports that:			
<ul style="list-style-type: none"> Gather evidence in support of a theses (position on the topic), including information on all relevant perspectives 	Practiced throughout text	31-32, 38, 110, 137-138, 174-177, 275	4/1-4/106, 4/32
<ul style="list-style-type: none"> Communicate information and ideas from primary and secondary sources accurately and coherently 	Practiced throughout text	31-32, 38, 122-123, 174-177, 253	4/1-4/106, 4/64, 4/68, 4/144
<ul style="list-style-type: none"> Make distinctions between the relative value and significance of specific data, facts, and ideas 	Chapters 1-6	38, 84-94, 139-140	4/1-4/106, 4/42, 4/63
<ul style="list-style-type: none"> Use a variety of reference sources, including word, pictorial, audio, and Internet sources, to locate information in support of topic 	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"> Include visual aids by using technology to organize and record information on charts, data tables, maps and graphs 	26-27, 172-177, 186-190		4/16-4/17, 492-4/93, 4/111-4/113, 4/120-4/121
<ul style="list-style-type: none"> Anticipate and address readers' potential misunderstandings, biases, and expectations 		94, 117, 239, 272, 274-275	4/1-4/106, 4/84, 4/112
Write persuasive compositions that:			
<ul style="list-style-type: none"> Organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last 	144-165, 266-282	29-32, 38, 79, 94, 106-107, 110, 164-165, 174-177, 207, 215, 253, 261, 272	4/85-4/106, 4/161-4/169
<ul style="list-style-type: none"> Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy 		47-56	
<ul style="list-style-type: none"> Address readers' concerns, counterclaims, biases, and expectations 		94, 117, 239, 272, 274-275	4/84, 4/112

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Write documents related to career development, including simple business letters and job applications that:			
<ul style="list-style-type: none"> Present Information purposefully and in brief to meet the needs of the intended audience 	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"> Follow a conventional business letter, memorandum, or application format 	158-159; 250-253; online activities*	38, 85, 94, 263	4/12, 4/55, 4/76, 4/95, 4/151-4/160, 4/168, 7/2
Use varied and expanded vocabulary, appropriate for specific forms and topics	158-159; 250-253, 254-255; online activities*	38, 85, 94, 263	4/76, 4/95, 4/151-4/160, 4/168
Write for different purposes and audiences, adjusting tone, style, and voice as appropriate	158-159; 250-253, 254-255; online activities*	38, 85, 94, 263	4/76, 4/95, 4/151-4/160, 4/168
LISTENING AND SPEAKING			
Standard 7 – Skills, Strategies and Applications – Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.			
Comprehension			
Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery and attitude toward the subject	Discussions, presentations, and debates throughout text	Discussions, presentations, and debates throughout text	Activities throughout; 2/10-2/14, 4/1-4/170, 10/5-10/6
Organization and Delivery of Oral Communication			
Recognize and use elements of classical speech forms (including the introduction, transitions, body and conclusion) in formulating rational arguments and applying the art of persuasion and debate		22, 27-32, 94, 108-111, 239	4/32, 4/42, 4/68, 4/83-4/84
Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations	46-48, 132-134, 147, 150, 162-165, 246	279-283	4/13-4/14, 4/16, 4/27-4/28, 4/150, 7/1-7/5
Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations			4/33, 4/146-4/147
Analysis and Evaluation of Oral and Media Communications			
Make judgments about the ideas under discussion and support those judgments with convincing evidence	Discussions throughout text	Discussions throughout text	Activities and discussions throughout, 6/23-6/35
Analyze historically significant speeches (such as Abraham Lincoln's "House Divided" speech or Winston Churchill's "We Will Never Surrender" speech) to find the rhetorical devices and features that make them memorable		27-32, 108-111	4/6
Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience		94, 117, 239, 272, 274-275	4/84, 4/112
Identify the artistic effects of a media presentation and evaluate the techniques used to create them (comparing, for example, Shakespeare's <i>Romeo and Juliet</i> with Franco Zeffereilli's film version)		11-18, 44-45, 125, 208, 279-283	4/6, 4/10-4/11, 4/17, 4/112, 6/41-6/48

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Speaking Applications			
Deliver expository (informational) presentations that:			
<ul style="list-style-type: none"> Provide evidence in support of a thesis and related claims, including information on all relevant perspectives 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
<ul style="list-style-type: none"> Convey information and ideas from primary and secondary sources accurately and coherently 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
<ul style="list-style-type: none"> Make distinctions between the relative value and significance of specific data, facts and ideas 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
<ul style="list-style-type: none"> Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
<ul style="list-style-type: none"> Anticipate and address the listeners' potential misunderstandings, biases, and expectations 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
<ul style="list-style-type: none"> Use technical terms and notations accurately 	46-48, 132-134, 147, 150, 162-165, 246		4/13-4/14, 4/27-4/28, 4/150
Apply appropriate interviewing techniques:			
<ul style="list-style-type: none"> Prepare and ask relevant questions 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Make notes of responses 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Use language that conveys maturity, sensitivity, and respect 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Respond correctly and effectively to questions 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Demonstrate knowledge of the subject or organization 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Compile and report responses 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
<ul style="list-style-type: none"> Evaluate the effectiveness of the interview 	120, 254-255, 262-263, online activities	38, 79, 106-107, 164-165, 215, 261	4/76, 4/91-4/101, 4/146, 4/155, 10/5
Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:			
<ul style="list-style-type: none"> Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning 		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"> Anticipate and address the listener's concerns and counterarguments 		21-23, 29-32, 85, 88-89, 239, 247	4/32, 4/42-4/43, 4/68-4/69, 4/70, 4/84