

# Louisiana English Language Arts Content Standards & Benchmarks

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

Benchmarks	<i>Career Choices</i>	<i>Possibilities: Anthology</i>	<i>Instructor's Guide, 6th Edition</i>
<b>Standard One: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</b>			
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:			
ELA-1-M1-using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, affixes, etymology, dictionary)	Vocabulary throughout text (see <i>Workbook &amp; Portfolio</i> )	pp. 22-23, 67-68, 165, 207-208, 263	pp. 6/49-6/54
ELA-1-M2-analyzing literary devices (e.g., figurative language, flashback, foreshadowing, dialogue) and story elements (e.g., setting, plot, character, theme, mood) within a selection		pp. 21-23, 25-26, 29-32, 41, 54, 58-60, 63, 72, 76-78, 88-89, 140, 160-162, 165, 171, 173-177, 209-210, 213, 219-220, 226, 238, 240-248, 250-251, 278-283	
ELA-1-M3-reading, comprehending, and responding to written, spoken, and visual texts in extended passages		Practiced throughout text	
ELA-1-M4-interpreting texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	Goal of entire text	Goal of entire text	pp. 2/10-2/14
ELA-1-M5-using purposes for reading (e.g., enjoying, learning, researching, problem solving) to achieve a variety of objectives	Goal of entire text	Goal of entire text	pp. 2/10-2/14
As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:			
ELA-1-H1-using knowledge of word meaning and extending basic and technical vocabulary, employing a variety of strategies (e.g., context clues, affixes, etymology, dictionary, thesaurus)	Vocabulary throughout text (see <i>Workbook &amp; Portfolio</i> )	pp. 22-23, 67-68, 165, 207-208, 263	pp. 6/49-6/54
ELA-1-H2-analyzing the effects of complex literary devices (e.g., figurative language, flashback, foreshadowing, dialogue, irony) and complex elements (e.g., setting, plot, character, theme, mood, style) on a selection		pp. 21-23, 25-26, 29-32, 41, 54, 58-60, 63, 72, 76-78, 88-89, 140, 160-162, 165, 171, 173-177, 209-210, 213, 219-220, 226, 238, 240-248, 250-251, 278-283	
ELA-1-H3-reading, comprehending, and responding to extended, complex written, spoken, and visual texts		Practiced throughout text	
ELA-1-H4-interpreting complex texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific)	Goal of entire text	Goal of entire text	pp. 2/10-2/14
ELA-1-H5-using the various purposes for reading (e.g., enjoying, learning, researching, problem solving) to complete complex projects	Goal of entire text	Goal of entire text	pp. 2/10-2/14
<b>Standard Two: Students write competently for a variety of purposes and audiences.</b>			
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:			
ELA-2-M1-writing a composition that clearly implies a central idea with supporting details in a logical, sequential order		pp. 17-18, 29-32, 38, 41-42, 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, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159

Academic Innovations

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Benchmarks	Career Choices	Possibilities: Anthology	Instructor's Guide, 6th Edition
ELA-2-M2-using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 256-257	pp. 38, 41-42, 73	pp. 4/55, 4/95, 4/104
ELA-2-M4-using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, logs)		pp. 17-18, 29-32, 38, 41-42, 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, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
ELA-2-M5-recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue)		pp. 21-23, 25-26, 41, 54, 58-60, 63, 72, 76- 78, 171, 209-210, 238, 240-248	
ELA-2-M6-writing as a response to texts and life experiences (e.g., letters, journals, lists)	Practiced throughout text	pp. 54-56, 161-162, 210-211, 226, 261	pp. 4/18, 4/32, 4/83, 4/84, 4/114, 4/155, 4/159
As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:			
ELA-2-H1-writing a composition of complexity that clearly implies a central idea with supporting details in a logical, sequential order		pp. 17-18, 29-32, 38, 41-42, 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, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
ELA-2-H2-using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (e.g., classroom, real-life, workplace) in developing complex compositions	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 256-257	pp. 38, 41-42, 73	pp. 4/55, 4/95, 4/104
ELA-2-H4-using narration, description, exposition, and persuasion to develop various modes of writing (e.g., notes, stories, poems, letters, essays, editorials, critical analyses, logs)		pp. 17-18, 29-32, 38, 41-42, 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, 247, 251, 261, 263, 269, 272, 274-275, 279-283	pp. 4/2, 4/8, 4/18, 4/32, 4/42-4/43, 4/45, 4/63, 4/69-4/70, 4/83-4/84, 4/112, 4/114, 4/127, 4/143, 4/149, 4/155, 4/159
ELA-2-H5-recognizing and applying literary devices (e.g., figurative language, symbolism, dialogue) and various stylistic elements (e.g., diction, sentence structure, voice, tone)		pp. 21-23, 25-26, 41, 54, 58-60, 63, 72, 76- 78, 171, 209-210, 238, 240-248	
ELA-2-H6-writing as a response to texts and life experiences (e.g., technical writing, resumes)	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 256-257	pp. 38, 41-42, 73	pp. 4/55, 4/95, 4/104
<b>Standard Four: Students demonstrate competence in speaking and listening as tools for learning and communicating.</b>			
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:			
ELA-4-M3-using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving rehearsed and unrehearsed presentations		pp. 22, 27-32, 93, 108- 111, 239	pp. 4/30-4/31, 4/73, 4/102-4/104
ELA-4-M4-speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	Chap. 5, p. 120; Chap. 6, pp. 150-155; Chap. 11, p. 255	pp. 38, 79, 106- 107, 165, 261	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40

Benchmarks	Career Choices	Possibilities: Anthology	Instructor's Guide, 5th Edition
ELA-4-M5-listening and responding to a wide variety of media (e.g., music, TV, film, speech)		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 269, 274-275, 279-283	pp. 6/41-6/48
ELA-4-M6-participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader, facilitator, recorder)	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33
As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:			
ELA-4-H3-using the features of speaking (e.g., audience analysis, message construction, delivery, interpretation of feedback) when giving prepared and impromptu presentations		pp. 22, 27-32, 93, 108-111, 239	pp. 4/30-4/31, 4/73, 4/102-4/104
ELA-4-H4-speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)	Chap. 5, p. 120; Chap. 6, pp. 150-155; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40
ELA-4-H5-listening and responding to a wide variety of media (e.g., music, TV, film, speech, CD-ROM)		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 269, 274-275, 279-283	pp. 6/41-6/48
ELA-4-H6-participating in a variety of roles in group discussion (e.g., active listener, contributor, discussion leader, facilitator, recorder, mediator)	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 21-23, 29-32, 85, 88-89, 239, 247	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33
<b>Standard Five: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</b>			
As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:			
ELA-5-M1-recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, alphabetizing, captions, legends, microprint, laser discs, hypertext, CD-ROM, pull-down menus, keyword searches, icons, passwords, entry menu features)	Use of online activities*	pp. 174-177, 253, 272	pp. 6/41-6/48
ELA-5-M2-locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)	Chap. 4, Chap. 6, online activities*	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
ELA-5-M3-locating, gathering, and selecting information using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 38-39, 66-68, 79, 84-86, 170-171, 173-177, 213, 219-220, 238-239	pp. 4/34-4/35
ELA-5-M4-using available technology to produce, revise, and publish a variety of works	Chap. 12, pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
ELA-5-M6-interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, flowcharts)	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 38-39, 66-68, 79, 84-86, 170-171, 173-177, 213, 219-220, 238-239	pp. 4/34-4/35
As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:			
ELA-5-H1-recognizing and using organizational features of printed text, other media, and electronic information (e.g., parts of a text, citations, endnotes, bibliographic references, microprint, laser discs, hypertext, CD-ROM, keyword searches, bulletin boards, e-mail)	Use of online activities*	pp. 174-177, 253, 272	pp. 6/41-6/48

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ELA-5-H2-locating and evaluating information sources (e.g., print materials, databases, CD-ROM references, Internet information, electronic reference works, community and government data, television and radio resources, audio and visual materials)	Chap. 4, Chap. 6, online activities*	pp. 38, 79, 106-107, 165, 174-177, 253, 261, 272	pp. 4/85-4/106, 7/6-7/14
ELA-5-H3-accessing information and conducting research using graphic organizers, outlining, note taking, summarizing, interviewing, and surveying to produce documented texts and graphics	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 38-39, 66-68, 79, 84-86, 170-171, 173-177, 213, 219-220, 238-239	pp. 4/34-4/35
ELA-5-H4-using available technology to produce, revise, and publish a variety of works	Chap. 12, pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
ELA-5-H6-interpreting graphic organizers (e.g., charts/graphs, tables/schedules, diagrams/maps, organizational charts/flowcharts)	Chap. 1, p. 27; Chap. 2, pp. 59, 69-71; Chap. 4, pp. 118-119; Chap. 9, pp. 211-213; Chap. 12, pp. 272-273	pp. 38-39, 66-68, 79, 84-86, 170-171, 173-177, 213, 219-220, 238-239	pp. 4/34-4/35

**Standard Six: Students read, analyze, and respond to literature as a record of life experiences.**

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-6-M1-identifying, comparing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups		Goal of entire text	pp. 2/10-2/14
ELA-6-M2-identifying, comparing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, biography, autobiography, poetry, fiction, nonfiction, novels, drama)		Goal of entire text	pp. 2/10-2/14

As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:

ELA-6-H1-identifying, analyzing, and responding to United States and world literature that represents the experiences and traditions of diverse ethnic groups		Goal of entire text	pp. 2/10-2/14
ELA-6-H3-identifying, analyzing, and responding to a variety of classic and contemporary literature from many genres (e.g., folktales, legends, myths, poetry, fiction, biography, autobiography, nonfiction, novels, drama, epic)		Goal of entire text	pp. 2/10-2/14
ELA-6-H4-analyzing various genres as records of life experiences		Goal of entire text	pp. 2/10-2/14

**Standard Seven: Students apply reasoning and problem solving skills to their reading, writing, speaking, listening, viewing, and visually representing.**

As students in Grades 5-8 extend their knowledge, what they know and are able to do includes:

ELA-7-M1-using comprehension strategies (e.g., sequencing, predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts		Follow-up questions throughout text	pp. 2/10-2/14, 4/1-4/170
ELA-7-M2-problem solving by using reasoning skills, life experiences, accumulated knowledge, and relevant available information	Chap. 4, pp. 78-91, 116, 120; Chap. 6, pp. 150-157, 160; Chap. 11, pp. 255, 256, 258, 261, 262; Chap. 12, pp. 268-273, 279; online activities*	Journal entries throughout text; pp. 38, 44-45, 54-56, 67, 73, 75, 84-86, 94, 125, 174-177, 208-211, 247, 253, 263, 274-275, 279-283	pp. 7/6-7/14
ELA-7-M3-analyzing the effects of an author's purpose and point of view		pp. 54-56, 58, 84, 260-261	
ELA-7-M4- distinguishing fact from opinion and probability, skimming and scanning for facts, determining cause and effect, inductive and deductive reasoning, generating inquiry, and making connections with real-life situations across texts	Chap. 2, pp. 26-27, 31-37	Goal of entire text	pp. 4/16-4/17, 4/20-4/21, 4/34-4/35

**Academic Innovations**

Benchmarks	<i>Career Choices</i>	<i>Possibilities: Anthology</i>	<i>Instructor's Guide, 5th Edition</i>
As students in Grades 9-12 extend and refine their knowledge, what they know and are able to do includes:			
ELA-7-H1-using comprehension strategies (e.g., predicting, drawing conclusions, comparing and contrasting, making inferences, determining main ideas, summarizing, recognizing literary devices, paraphrasing) in contexts		Follow-up questions throughout text	pp. 2/10-2/14, 4/1-4/170
ELA-7-H2-problem solving by analyzing, prioritizing, categorizing, and evaluating; incorporating life experiences; and using available information	Chap. 4, pp. 78-91, 116, 120; Chap. 6, pp. 150-157, 160; Chap. 11, pp. 255, 256, 258, 261, 262; Chap. 12, pp. 268-273, 279; online activities*	Journal entries throughout text; pp. 38, 44-45, 54-56, 67, 73, 75, 84-86, 94, 125, 174-177, 208-211, 247, 253, 263, 274-275, 279-283	pp. 7/6-7/14
ELA-7-H3-analyzing the effects of an author's life, culture, and philosophical assumptions and an author's purpose and point of view		pp. 54-56, 58, 84, 260-261	
ELA-7-H4-distinguishing fact from opinion, skimming and scanning for facts, determining cause and effect, generating inquiry, and making connections with real-life situations across texts	Chap. 2, pp. 26-27, 31-37	Goal of entire text	pp. 4/16-4/17, 4/20-4/21, 4/34-4/35

*\* There are over 80 online activities that enhance the materials in **Career Choices**. You can learn more and review sample activities at [www.CareerChoices.com](http://www.CareerChoices.com). (See pages 7/6-7/14 in the **Instructor's Guide** for a complete listing of enhanced lessons.)*