

New Jersey Language Arts Literacy Standards & Progress Indicators

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

Cumulative Progress Indicators	<i>Career Choices</i>	<i>Possibilities: Anthology</i>	<i>Instructor's Guide, 6th Edition</i>
Standard 3.1: All students will speak for a variety of real purposes and audiences.			
By the end of Grade 4, students:			
1) Use listening, writing, reading, and viewing to assist with speaking.	Discussions, presentations, and debates throughout text	pp. 21-23, 29-32, 85, 88-89, 136, 215, 239, 247, 251, 269	pp. 2/10-2/14, 4/1-4/170, 10/5-10/6
5) Participate in collaborative speaking activities, such as choral reading, plays, and reciting of poems.		pp. 127-138; poetry reading throughout text	
6) Participate in discussions by alternating the roles of speaker and listener.	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
7) Talk with others to identify, explore, and solve problems.	Chap. 1, pp. 44-45, 50-53; Chap. 6, pp. 162-165; Chap. 8, pp. 183-185	pp. 38, 79, 106-107, 165, 261	pp. 4/24-4/26, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33
8) Speak before a group to express thoughts and ideas, convey an opinion, present information, and tell a story.	Chap. 1, p. 49; Chap. 6, pp. 162-165	pp. 22, 27-32, 93, 108-111, 239	pp. 4/30-4/31, 4/102-4/104
10) Read aloud with meaning.		pp. 127-138; poetry reading throughout text	
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:			
15) Speak before a group to defend an opinion and present an oral interpretation.		pp. 22, 27-32, 93, 108-111, 239	pp. 4/30-4/31, 4/73, 4/102-4/104
17) Conduct an informational interview.	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:			
20) Prepare for and participate in structured debates and panel discussions.		pp. 22, 27-32, 93, 108-111, 239	pp. 4/32, 4/42, 4/68, 4/83-84
22) Demonstrate interview skills in real-life situations, such as college admissions or employment.	Chap. 11, pp. 258-259; online activities*		p. 4/157
Standard 3.2: All students will listen actively in a variety of situations to information from a variety of sources.			
By the end of Grade 4, students:			
1) Use speaking, writing, reading, and viewing to assist with listening.		pp. 29-32, 38, 79, 106-107, 164-165, 215, 253, 261	pp. 6/24-6/26
2) Demonstrate comprehension of a story, interview, and oral report of an event or incident.	Chap. 5, p. 120; Chap. 6, pp. 150-155, 158-159; Chap. 11, p. 255	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
3) Listen for a variety of purposes, such as enjoyment and obtaining information.	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
5) Listen attentively and critically to a variety of speakers.		pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40
6) Develop listening strategies, such as asking relevant question, taking notes, and making predictions, to understand what is heard.	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
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:			
8) Demonstrate comprehension of, and appropriate listener response (e.g., listening attentively) to, an oral report, discussion, and interview.	Chap. 5, p. 120; Chap. 6, pp. 150-155; Chap. 11, pp. 255, 258-259	pp. 38, 79, 106-107, 165, 261	pp. 4/76, 4/94-4/95, 6/36-6/40
9) Give appropriate feedback to a variety of speakers.			pp. 6/36-6/40

Cumulative Progress Indicators	Career Choices	Possibilities: Anthology	Instructor's Guide, 6 th Edition
10) Recognize persuasive techniques and credibility in oral communication.		pp. 27-32, 108-111	pp. 6/36-6/40
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:			
11) Demonstrate comprehension of, and appropriate listener response to, ideas in a persuasive speech, an oral interpretation of a literary selection, interviews in a variety of real-life situations, and educational and scientific presentations.	Chap. 5, p. 120; Chap. 6, pp. 150-155; Chap. 11, pp. 255, 258-259	pp. 38, 79, 106-107, 165, 261	pp. 6/24-6/26, 6/36-6/40
12) Evaluate the credibility of the speaker.			pp. 6/36-6/40
13) Evaluate media techniques and messages.	Chap. 2, pp. 50-53		pp. 4/32-4/33
Standard 3.3: All students will write clear, concise, organized language that varies in content and form for different audiences and purposes.			
By the end of Grade 4, students:			
1) Use speaking, listening, reading, and viewing to assist with writing.	Chap. 3, pp. 60-61; Chap. 6, pp. 156-157	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. 4/41, 4/92-4/93
2) Write from experiences, thoughts, and feelings.	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
3) Use writing to extend experience.	Practiced throughout text	pp. 17, 89, 94, 210-211, 224, 275	pp. 4/42-4/43, 4/45, 4/70, 4/114, 4/143
4) Write for a variety of purposes, such as to persuade, enjoy, entertain, learn, inform, record, respond to reading, and solve problems.	Practiced throughout text	Writing projects throughout text	pp. 4/2, 4/63, 4/69, 4/112, 4/114, 4/127
5) Write on self-selected topics in a variety of literary forms.	Practiced throughout text	pp. 44-45, 54-56, 210-211, 275	
6) Write collaboratively and independently.		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
7) Use a variety of strategies and activities, such as brainstorming, listing, discussion, drawing, role playing, notetaking, and journal writing, for finding and developing ideas about which to write.	Practiced throughout text	Journal activities throughout text	pp. 4/35, 4/39, 4/41, 4/149
8) Write to synthesize information from multiple sources.	Chap. 6, pp. 150-157; Chap. 12, pp. 278-280	pp. 38, 122-123, 174-177, 253	pp. 4/63, 4/69, 4/124, 4/127
9) Use figurative language, such as simile, metaphor, and analogies to expand meaning.		pp. 21-23, 25-26, 41, 54, 58-60, 63, 72, 76-78, 171, 209-210, 238, 240-248	
12) Publish writing in a variety of formats.	Chap. 12, pp. 278-281	pp. 38, 44-45, 279-283	pp. 4/90, 7/2-7/5
14) Develop a portfolio or collection of writings.		pp. 279-283	
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:			
15) Understand that written communication can affect the behavior of others.			pp. 4/95, 4/152
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:			
18) Write for real audiences and purposes, such as job applications, business letters, college applications, and memoranda.	Chap. 6, pp. 158-159; Chap. 11, pp. 250-253, 256-257	pp. 38, 41-42, 73	pp. 4/55, 4/95, 4/104
19) Write a research paper that synthesizes and cites data.		pp. 174-177	

Cumulative Progress Indicators	Career Choices	Possibilities: Anthology	Instructor's Guide, 6 th Edition
Standard 3.4: All students will read a variety of materials and texts with comprehension and critical analysis.			
By the end of Grade 4, students:			
1) Use listening, speaking, writing, and viewing to assist with reading.	Practiced throughout text	pp. 17-18, 21-23, 29-32, 38, 41-42, 44-45, 54-56, 67, 70-71, 73, 75, 79, 84-86, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 160-162, 164-165, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 239, 247, 251, 253, 261, 263, 269, 272, 274-275, 279-283	
2) Listen and respond to whole texts.		Practiced throughout text	
4) Use reading for different purposes, such as enjoyment, learning, and problem solving.	Goal of entire text	Goal of entire text	pp. 2/10-2/14
5) Read independently a variety of literature written by authors of different cultures, ethnicities, genders, and ages.		Goal of entire text	pp. 2/10-2/14
6) Read literally, inferentially, and critically.		Follow-up questions throughout text	
8) Read with comprehension.		Follow-up questions throughout text	
9) Use prior knowledge to extend reading ability and comprehension and to link aspects of the text with experiences and people in their own lives.	Goal of entire text	Goal of entire text	pp. 2/10-2/14
10) Identify passages in the text that support their point of view.		pp. 21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208-211, 250-251	
12) Demonstrate comprehension through retelling or summarizing ideas and following written directions.		pp. 66-68, 70-71, 101, 106-107, 110, 116-117, 121-123, 170-171, 278-283	
13) Identify elements of a story, such as characters, setting, and sequence of events.		pp. 54, 161-162, 208-210	
14) Identify literary forms, such as fiction, poetry, drama, and nonfiction.		Throughout entire text	
15) Expand vocabulary using appropriate strategies and techniques, such as word analysis and context clues.	Vocabulary throughout text (see <i>Workbook & Portfolio</i>)	pp. 22-23, 67-68, 165, 207-208, 263	pp. 6/49-6/54
16) Read and use printed materials and technical manuals from other disciplines, such as science, social studies, mathematics, and applied technology.	Use of online activities*	pp. 174-177, 272, 279-283	pp. 2/21, 4/50-4/51, 4/87, 4/153-4/154, 4/163, 7/2-7/14
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:			
17) Read more than one work by a single author.		pp. 4, 24-46, 80-86, 172-177, 212, 214-215, 254-261, 264-269	
18) Begin to identify common aspects of human existence.	Chap. 1, pp. 15-19	Goal of entire text	pp. 2/10-2/14
20) Analyze main ideas and supportive details.		Follow-up questions throughout text	
21) Analyze text using patterns of organization, such as cause and effect, comparison and contrast.		Follow-up questions throughout text	
22) Analyze text for the purpose, ideas, and style of the author.		Follow-up questions throughout text	
23) Understand the role of characters, setting, and events in a given literary work.	Chap. 1, pp. 10-13; Chap. 2, pp. 24-53; Chap. 3, p. 60, 66-69; Chap. 4, pp. 104-110; Chap. 5, p. 124; Chap. 6, pp. 162-163; Chap. 7, pp. 168, 170-171, 173-174; Chap. 8, p. 185; Chap. 9, pp. 194-199, 204-206	pp. 54-56, 79, 84-86, 93-94, 101, 160-162, 208-211, 238-239, 260-261, 268-269, 271-272, 274-275, 278-283	

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24) Understand the concepts of figurative language, symbolism, allusion, connotation, and denotation.		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	
25) Gather and synthesize data for research from a variety of sources, including print materials, technological resources, observation, interviews, and audiovisual media.	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
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 12, students:			
28) Analyze how the works of a given period reflect historical events and social conditions.	Chap. 4, pp. 74-75	pp. 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	pp. 2/10-2/14, 4/43
31) Understand the effect of literary devices, such as alliteration and figurative language, on the reader's emotions and interpretation.		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	pp. 2/10-2/14
32) Understand the range of literary forms and content that elicit aesthetic response.		pp. 36, 42, 44, 139-141, 161, 170-171, 173, 215, 216-220, 250	
Standard 3.5: All students will view, understand, and use nontextual visual information.			
By the end of Grade 4, students:			
1) Use speaking, listening, writing, and reading to assist with viewing.		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 269, 274-275, 279-283	pp. 6/41-6/48
2) Demonstrate the ability to gain information from a variety of media.	Use of online activities*	pp. 174-177, 253, 272	pp. 6/41-6/48
6) Recognize and use pictorial information that supplements text.		p. 208	
7) Use symbols, drawings, and illustrations to represent information that supports and/or enhances their writing.	Chap. 1, p. 27	pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 263, 274-275, 279-283	pp. 4/16, 4/40
8) Use simple charts, graphs, and diagrams to report data.	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	p. 84	pp. 4/34-35, 4/164
10) Take notes on visual information from films, presentations, observations, and other visual media, and report that information through speaking, writing, or their own visual representations.			pp. 6/36-6/40, 6/41-6/48
Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students:			
13) Choose and use multiple forms of media to convey what has been learned.		pp. 17-18, 73, 75, 84-86, 125, 136, 160-162, 208-211, 253, 263, 274-275, 279-283	pp. 4/16, 4/39, 4/40, 4/90
14) Integrate multiple forms of media into a finished product.			pp. 4/16, 4/90
15) Evaluate media for credibility.	Use of online activities*		
16) Compare and contrast media sources, such as book and film versions of a story.		pp. 11-18	pp. 6/41-6/48

* 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. (See pages 7/6-7/14 in the **Instructor's Guide** for a complete listing of enhanced lessons.)