

New York Learning Standards for English Language Arts

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

Standards and Benchmarks	Career Choices	Possibilities	Instructor's Guide
STANDARD 1: LANGUAGE FOR INFORMATION AND UNDERSTANDING -- Students will read, write, listen, and speak for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.			
Intermediate			
1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. Students:			
Interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic databases intended for a general audience	Practiced throughout the texts		
Compare and synthesize information from different sources	124-141, 148-159, 211-213; online activities available	38, 79, 106-107, 165, 174-177, 253, 261, 272	4/85-4/106, 7/6-7/14
Use a wide variety of strategies for selecting, organizing, and categorizing information	Practiced throughout the texts and in online activities		
Distinguish between relevant and irrelevant information and between fact and opinion	Chapters 1-6	38, 84-94, 139-140	4/1-4/106, 4/42, 4/63
Relate new information to prior knowledge and experience	Practiced throughout the texts		
Understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details		54-56, 125, 136-138, 140, 160-162, 208-211, 274-275	
2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly. Students:			
Produce oral and written reports on topics related to all school subjects	150-155	17-18, 29-32, 38, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136, 137, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 247, 251, 261, 263, 269, 272, 274-275, 279-283	4/18, 4/32, 4/39, 4/68, 4/150, 4/153
Establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented	150-155	174-177	

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Organize information according to an identifiable structure, such as compare/contrast or general to specific	144-165	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
Develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material		54-56, 208-211	
Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts	162-165, 250-253	Practiced throughout the text	4/102-4/105, 4/148, 4/152-4/153
Use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	Practiced in writing assignments throughout	4/33, 4/146-4/147, 6/49-6/54
Commencement			
1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. Students:			
Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source materials in their subject area courses	Practiced throughout the texts and in online activities		
Synthesize information from diverse sources and identify complexities and discrepancies in the information	124-144, 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 combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts	26-27, 151, 153, 155, 172-177, 186-190, 227, 273		4/34-4/35
Make distinctions about 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
Make perceptive and well developed connections to prior knowledge	Practiced in discussions throughout		
Evaluate writing strategies and presentational features that affect interpretations of the information	222	47-56, 80-86, 94, 112, 117, 178-211, 239, 254, 261, 272, 274-275	2/10-2/14, 4/84, 4/112
2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly. Students:			
Write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects	Practiced throughout the texts		
Present a controlling idea that conveys an individual perspective and insight into the topic	Practiced in discussions and debates throughout		

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Use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast	46-48, 132-134, 147, 150, 162-165, 246	38-39, 62-63, 79, 84-86, 279-283	4/13-4/14, 4/16, 4/27-4/28, 4/150, 7/1-7/5
Support interpretations and decisions about relative evidence, and appropriate argument		21-23, 38-39, 41-42, 66-68, 110, 125, 173-177, 208, 211, 250-251	
Revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect	162-165, 250-253	Practiced throughout the text	4/102-4/105, 4/148, 4/152-4/153
Use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	Practiced in writing assignments throughout	4/33, 4/146-4/147, 6/49-6/54
STANDARD 2: Students will read, write, listen, and speak for literary response and expression. Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.			
Intermediate			
1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. Students:			
Read and view texts and performances from a wide range of authors, subjects, and genres	Practiced throughout the texts		6/41-6/48
Understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature			
Identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work		21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	2/10-2/14
Recognize different levels of meaning		21-23, 25-26, 29-32, 36, 41-42, 58-60, 62-63, 88-89, 160-162, 165, 173-177, 213, 226, 246-247, 250-251, 278-283	
Read aloud with expression, conveying the meaning and mood of a work		22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	2/10-2/14, 4/4
Evaluate literary merit based on an understanding of the genre and the literary elements		22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	2/10-2/14, 4/4

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Standards and Benchmarks	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. Students:			
Present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience		Journal entries and follow-up questions throughout the text	
Produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect		Journal entries and follow-up questions throughout the text	
Write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice		Practiced throughout the text	2/10-2/14
Use standard English effectively	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	Practiced in writing assignments throughout	4/33, 4/146-4/147, 6/49-6/54
Commencement			
1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. Students:			
Read and view independently and fluently across many genres of literature from many cultures and historical periods		Practiced throughout the text	6/41-6/48
Identify the distinguishing features of different literary genres, periods, and traditions, and use those features to interpret the work			
Recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work		21-23, 25-56, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	2/10-2/14
Understand how multiple levels of meaning are conveyed in a text		47-56, 80-86, 112-117, 178-211, 254-261	2/10-2/14
Read aloud expressively to convey a clear interpretation of the work			
Evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition		22-23, 25-26, 41, 54, 58, 63, 66, 72, 76-78, 87-88	2/10-2/14, 4/4

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Standards and Benchmarks	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered. Students:			
Present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge		Journal entries and follow-up questions throughout the text	
Produce literary interpretations that explicate the multiple layers of meaning		47-56, 80-86, 112-117, 178-211, 254-261	2/10-2/14
Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect	250-253	41-42, 44-45, 54-56, 85, 88-89, 94, 106-107, 136, 208-211, 220, 224, 225, 247, 274-275	4/83, 4/102-4/105
Use standard English skillfully and with an individual style	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	Practiced in writing assignments throughout	4/33, 4/146-4/147, 6/49-6/54
STANDARD 3: Students will read, write, listen, and speak for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.			
Intermediate			
1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria. Students:			
Analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials	Practiced throughout the texts		
Assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the genre to evaluate a sports editorial)			
Understand that within any group there are many different points of view depending on their particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result)	Debates and discussions throughout text	21-23, 29-32, 85, 88-89, 94, 239, 247	Debates and discussions throughout, 6/23-6/28

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Evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches	162-165	85, 279-283	4/102-4/105, 4/148
2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based. Students:			
Present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments	Practiced in discussions, debates, research assignments, and presentations throughout		
Develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)		21-23, 29-32, 85, 88-89, 94, 237, 247	Debates and discussions throughout
Monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)		21-23, 29-32, 85, 88-89, 94, 237, 247	Debates and discussions throughout
Use standard English, precise vocabulary, and presentational strategies effectively to influence an audience	46-48, 132-134, 147, 150, 162-165, 246	22, 27-32, 94, 108-111, 239, 279-283	4/13-4/14, 4/16, 4/27-4/28, 4/32, 4/42, 4/68, 4/83-4/84, 4/150, 7/1-7/5
Commencement			
1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria. Students:			
Analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism	Practiced throughout the texts		
Evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe's elements of a short story and the elements of "naturalist fiction" to evaluate a modern story)			
Make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (e.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)	50-53	29-32, 38, 84-94, 117, 139-140, 239, 272, 274-275	4/32, 4/33-4/35, 4/42, 4/62
Evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important			

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2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based. Students:			
Present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses	Practiced in discussions, debates, research assignments, and presentations throughout		
Make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position	46-48, 132-134, 147, 150, 162-165, 246	22, 27-32, 94, 108-111, 239, 279-283	4/13-4/14, 4/16, 4/27-4/28, 4/32-4/33, 4/42, 4/68 4/83-4/84, 4/146-4/147, 4/150, 7/1-7/5
Monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience	46-48, 132-134, 147, 150, 162-165, 246	22, 27-32, 94, 108-111, 239, 279-283	4/13-4/14, 4/16, 4/27-4/28, 4/32-4/33, 4/42, 4/68 4/83-4/84, 4/146-4/147, 4/150, 7/1-7/5
Use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate	Practiced in discussions, debates, and writing assignments throughout		
STANDARD 4: Students will read, write, listen, and speak for social interaction. Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of other to enrich their understanding of people and their views.			
Intermediate			
1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations. Students:			
Listen attentively to others and build on others' ideas in conversations with peers and adults	Practiced in discussions, debates, and interviews throughout		
Express ideas and concerns clearly and respectfully in conversations and group discussions	Practiced in discussions, debates, and interviews throughout		
Learn some words and expressions in another language to communicate with a peer or adult who speaks that language			
Use verbal and nonverbal skills to improve communication with others	Practiced in discussions, debates, and interviews		6/23-6/28
2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others. Students:			
Write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users	158-159	263	4/94-4/95
Use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message	158-159, 250-253	38, 94, 263	4/94-4/95, 4/152-4/153

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Read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing			
Commencement			
1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations. Students:			
Engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them	Practiced in discussions, debates, and interviews throughout		
Express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation	Practiced in discussions, debates, and interviews throughout		
Use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service	Practiced in discussions, debates, and interviews throughout		
2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others. Students:			
Use a variety of print and electronic forms for social communication with peers and adults	158-159, 250-253	263	4/94-4/95, 4/152-4/153
Make effective use of language and style to connect the message with the audience and context	158-159, 250-253	38, 94, 263	4/94-4/95, 4/152-4/153
Study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups			