

Pennsylvania Academic Standards for Reading, Writing, Speaking Listening

Correlated to Career Choices, Instructor's Guide, Possibilities

Standard/Benchmark	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
1.1.8 Learning to Read Independently			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	150-155	174-177	Optional reading assignments throughout
B. Identify and use common organizational structures and graphic features to comprehend information.	92, 158-159, 186-189, 250-257	94, 279-283	4/58, 4/90, 4/95, 4/103-4/105, 4/151-4/160, 6/1
C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	22-23, 67-68, 165, 207, 263	4/4, 4/18, 6/49-6/54
D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).		Journal entry and study-guide questions throughout	
E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	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	
F. Understand the meaning of and apply key vocabulary across the various subject areas.	Vocabulary throughout text (see <i>Workbook and Portfolio</i>)	22-23, 67-68, 165, 207, 263	4/4, 4/18, 6/49-6/54

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G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.		21-23, 38-39, 41-42, 66-68, 79, 84-86, 110, 125, 170-171, 173-177, 208-211, 213, 238-239, 250- 251	
Make, and support with evidence, assertions about texts.			
Compare and contrast texts using themes, settings, characters and ideas.			
Make extensions to related ideas, topics or information.			
Describe the context of a document.			
Analyze the positions, arguments and evidence in public documents.			
H. Demonstrate fluency and comprehension in reading.		Journal entry and study-guide questions throughout	
Read familiar materials aloud with accuracy.			
Self-correct mistakes.			
Use appropriate rhythm, flow, meter and pronunciation.			
Read a variety of genres and types of text.			
Demonstrate comprehension (Standard 1.1.8.G).			
1.2.8 Reading Critically in All Content Areas			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Read and understand essential content of informational texts and documents in all academic areas.	Integration of <i>Career Choices</i> , <i>Possibilities</i> , and online enhancements	Practiced throughout text	
Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media.			
Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present.			
Draw inferences based on a variety of information sources.			
Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness.			
B. Use and understand a variety of media and evaluate the quality of material produced.	278-281	38, 44-45, 279-283	
Compare and analyze how different media offer a unique perspective on the information presented.			
Analyze the techniques of particular media messages and their effect on a targeted audience.			
Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period).			

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C. Produce work in at least one literary genre that follows the conventions of the genre.		Practiced in a variety of writing assignments throughout	
1.3.8 Reading, Analyzing and Interpreting Literature			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Read and understand works of literature.		Practiced throughout text	
B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.	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
C. Analyze the effect of various literary devices.		21-23, 25-26, 41, 54, 58-60, 63, 76-78, 171, 238, 240-248	2/10-2/14
Sound techniques (e.g., rhyme, rhythm, meter, alliteration).			
Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion).			
D. Identify poetic forms (e.g., ballad, sonnet, couplet).		44-45, 73, 165	
E. Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.	10-13, 24-53, 60, 66-69, 104-110, 124, 162-163, 168, 170-171, 173-174, 185, 194-199, 204-206	11-18, 47-56, 62, 80-86, 90-94, 95-102, 112-117, 127-138, 142-163, 171, 178-211, 228-239, 254-261, 264-269, 274	2/10-2/14, 4/11, 4/31, 4/34-4/35, 4/152
F. Read and respond to nonfiction and fiction including poetry and drama.		Practiced throughout text	

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1.4.8 Types of Writing			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Write short stories, poems and plays.		Practiced in a variety of writing assignments throughout	
Apply varying organizational methods.			
Use relevant illustrations.			
Utilize dialogue.			
Apply literary conflict.			
Include literary elements (Standard 1.3.8.B.).			
Use literary devices (Standard 1.3.8.C.).			
B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).	27, 59, 69-71, 77-94, 118-119, 150-155, 211-213, 242-246, 250-253, 256-257, 272-273, 278-280	Practiced in a variety of writing assignments throughout	4/34-4/35, 4/85-4/106, 4/149, 7/6-7/14
Include cause and effect.			
Develop a problem and solution when appropriate to the topic.			
Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).			
Use primary and secondary sources.			
C. Write persuasive pieces.	144-165, 266-282	29-32, 38, 79, 94, 106-107, 110, 117, 164-165, 174-177, 207, 215, 239, 253, 261, 272, 274-275	4/84, 4/85-4/106, 4/1122, 4/161-4/169
Include a clearly stated position or opinion.			
Include convincing, elaborated and properly cited evidence.			
Develop reader interest.			
Anticipate and counter reader concerns and arguments.			
D. Maintain a written record of activities, course work, experience, honors and interests.	Practiced throughout text	279-283	4/13-4/14

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1.5.8 Quality of Writing			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Write with a sharp, distinct focus.			
Identify topic, task and audience.			
Establish a single point of view.		17-18, 29-32, 38, 41-	
B. Write using well-developed content appropriate for the topic.		42, 54-56, 67, 70-71,	
Gather, determine validity and reliability of and organize information.		73, 79, 85, 88-89, 93,	
Employ the most effective format for purpose and audience.		94, 102, 106-107,	
Write paragraphs that have details and information specific to the topic and relevant to the focus.		110, 123, 125, 136,	
C. Write with controlled and/or subtle organization.		137, 160-162, 170-	
Sustain a logical order within sentences and between paragraphs using meaningful transitions.		171, 174-177, 207,	
Establish topic and purpose in the introduction.		208-211, 215, 220,	
Reiterate the topic and purpose in the conclusion.		224, 226, 247, 251,	
D. Write with an understanding of the stylistic aspects of composition.		261, 263, 269, 272,	
Use different types and lengths of sentences.		274-275, 279-283	
Use tone and voice through the use of precise language.			
E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.			
F. Edit writing using the conventions of language.			
Spell common, frequently used words correctly.			
Use capital letters correctly.			
Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses).			
Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.			
Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).			
G. Present and/or defend written work for publication when appropriate.		38, 279-283	

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1.6.8 Speaking and Listening			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire that knowledge and skills needed to:</i>			
A. Listen to others.	120, 150-155, 158-159, 255	38, 79, 106-107, 165, 261	4/76, 4/94-4/95, 6/36-6/40
Ask probing questions.			
Analyze information, ideas and opinions to determine relevancy.			
Take notes when needed.			
B. Listen to selections of literature (fiction and/or nonfiction).			
Relate them to previous knowledge.			
Predict content/events.			
Summarize events and identify the significant points.			
Identify and define new words and concepts.			
Analyze the selections.			
C. Speak using skills appropriate to formal speech situations.	44-45, 50-53, 162-165, 183-185	21-23, 29-32, 85, 88-89, 239, 247	4/24-4/25, 4/32-4/33, 4/45, 4/102-4/104, 4/118-4/119, 6/24-6/33
Use complete sentences.			
Pronounce words correctly.			
Adjust volume to purpose and audience.			
Adjust pace to convey meaning.			
Add stress (emphasis) and inflection to enhance meaning.			
D. Contribute to discussions.	Discussions throughout text	Discussions throughout text	Activities and discussions throughout, 6/23-6/35
Ask relevant, probing questions.			
Respond with relevant information, ideas or reasons in support of opinions expressed.			
Listen to and acknowledge the contributions of others.			
Adjust tone and involvement to encourage equitable participation.			
Clarify, illustrate or expand on a response when asked.			
Present support for opinions.			
Paraphrase and summarize, when prompted.			

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E. Participate in small and large group discussions and presentations.	Discussions, presentations, and debates throughout text	Discussions, presentations, and debates throughout text	Activities and discussions throughout, 2/10-2/14, 4/1-4/170, 10/5-10/6
Initiate everyday conversation.			
Select a topic and present an oral reading.			
Conduct interviews as part of the research process.			
Organize and participate in informal debates.			
F. Use media for learning purposes.			6/41-6/48, 7/4
Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter.			
Analyze the role of advertising in the media.			
Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission.			
1.7.8 Characteristics and Functions of the English Language			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).			
B. Analyze the role and place of standard American English in speech, writing and literature.			
C. Identify new words that have been added to the English language over time.			
1.8.8 Research			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>			
A. Select and refine a topic for research.	Practiced throughout text	31-32, 38, 110, 137-138, 174-177, 275	4/76, 4/94-4/95, 6/24-6/26, 6/36-6/40
B. Locate information using appropriate sources and strategies.	27, 59, 69-71, 77-94, 118-119, 150-155, 211-213, 242-246, 250-253, 256-257, 272-273, 278-280, online enhancements	31-32, 38, 110, 137-138, 174-177, 275	4/34-4/35, 4/85-4/106, 4/149, 7/6-7/14
Determine valid resources for researching the topic, including primary and secondary sources.			
Evaluate the importance and quality of the sources.			
Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).			
Use tables of contents, indices, key words, cross-references and appendices.			
Use traditional and electronic search tools.			

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C. Organize, summarize and present the main ideas from research.			
Identify the steps necessary to carry out a research project.	27, 59, 69-71, 77-94,		
Take relevant notes from sources.	118-119, 150-155,		
Develop a thesis statement based on research.	211-213, 242-246,	31-32, 38, 110, 137-	4/34-4/35, 4/85-
Give precise, formal credit for others' ideas, images or information using a standard method of documentation.	250-253, 256-257,	138, 174-177, 275	4/106, 4/149, 7/6-7/14
Use formatting techniques to create an understandable presentation for a designated audience.	272-273, 278-280, online enhancements		