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A Correlation Between
The Pennsylvania State Standards
and
Preparing for the New Jersey HSPA
Grade 11
by Steven L. Stern

Academic Standards
Preparing for the New Jersey HSPA
Amsco Selected Text Pages

Academic Standard 1.1 Learning to Read Independently

The student will acquire the knowledge and skills needed to:

A. Locate various texts, media and traditional resources for assigned and independent projects before reading.	Locate texts, media, and sources: 108–109
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.	Analyze structure/organization: 10 (item 2), 14 (1st arrow), 46 (item 2), 51, 55, 70–71, 93 (item 2)
D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.	Identify main idea, major ideas, and details: Main ideas: 10 (item 4), 44–49, 53 (item 1), 55, 57 (item 2), 63 (item 1), 79 (item 2), 87 (item 7), 92 (item 3), 179 (item 4), 192 (item 1), Major ideas: 58 (item 4), 193 (item 11) Details: 11 (item 8), 49–50, 53 (item 2), 55, 58 (item 3), 59 (item 9), 79 (item 5), 192 (item 2)
E. Establish a reading vocabulary by identifying and correctly using new	Identify words using context clues:

<p>words acquired through the study of their relationships to other words. Use a dictionary or related reference.</p>	<p>10 (item 1), 11 (item 7), 40 (item 1), 41 (item 9), 58 (item 4), 77 (item 1), 80–84, 86 (item 1), 89–90, 92 (item 2), 105 (item 1), 106 (item 5), 179 (item 1), 185 (item 2), 193 (item 7), 200 (item 2)</p>
<p>F. Understand the meaning of and apply key vocabulary across the various subject areas.</p>	<p>Understand vocabulary:</p> <p>10 (item 1), 11 (item 7), 40 (item 1), 41 (item 9), 58 (item 4), 77 (item 1), 80–84, 86 (item 1), 89–90, 92 (item 2), 105 (item 1), 106 (item 5), 179 (item 1), 185 (item 2), 193 (item 7), 200 (item 2)</p>
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • 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. • Assess the validity of the document based on context. • Analyze the positions, arguments and evidence in public documents. • Evaluate the author’s strategies. • Critique public documents to identify strategies common in public discourse. 	<p>Drawing conclusions about text:</p> <p>60–63, 64 (item 2.B), 67 (item 1), 69, 77 (item 9), 78 (item 1), 106 (item 6), 118 (item 7), 124 (item 9), 125 (item 2), 186 (item 6)</p> <p>Compare and contrast:</p> <p>11 (item 12), 71–72, 180 (item 12)</p> <p>Make extensions:</p> <p>11 (item 11), 41 (item 11), 92 (item 9), 106 (item 9)</p> <p>Evaluate author’s strategies:</p> <p>64 (item 3), 179 (item 2)</p>

Academic Standard 1.2 Reading Critically in All Content Areas

The student will acquire the knowledge and skills needed to:

<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none">• Differentiate fact from opinion across a variety of texts by using complete and accurate information, coherent arguments and points of view.• Distinguish between essential and nonessential information across a variety of sources, identifying the use of proper references or authorities and propaganda techniques where present.• Use teacher and student established criteria for making decisions and drawing conclusions.• Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy, thoroughness, logic and reasoning.	<p>Identify facts and opinions:</p> <p>96</p> <p>Author’s point of view:</p> <p>11 (item 9), 58 (item 8), 67 (item 6), 95–98, 100 (item 2), 103, 105 (item 3), 106 (item 4), 160 (item 2), 179 (item 8), 193 (item 5)</p> <p>Propaganda techniques:</p> <p>102 (3rd bullet)</p> <p>Author’s purpose:</p> <p>13 (4th arrow), 95–98, 103, 105 (item 1)</p> <p>Author’s effectiveness:</p> <p>105 (item 4), 147 (item 2)</p>
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Academic Standard 1.3 Reading, Analyzing and Interpreting Literature

The student will acquire the knowledge and skills needed to:

<p>A. Read and understand works of literature.</p>	<p>Read literature: 38–40, 73–77, 115–117, 122–123, 108–125, 182–185, 197–200</p>
<p>B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>Characterization: 41 (item 10), 77 (item 4), 110–111, 117 (item 5), 118 (item 8), 120 (item A), 124 (item 5), 185 (item 1), 186 (item 11), 187 (item 12), 201 (item 12)</p> <p>Setting: 113 (3rd paragraph)</p> <p>Plot: 110 (1st arrow), 113–114, 124 (item 3), 200 (item 11)</p> <p>Theme: 40 (item 7), 113 (6th paragraph), 124 (item 7), 186 (item 9)</p> <p>Point of view: 112 (7th paragraph), 186 (item 8)</p> <p>Tone:</p>

	67 (item 5), 113, 192 (item 3)
<p>C. Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion) • Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time). 	<p>Sound techniques: 58 (item 6), 111 (2nd paragraph)</p> <p>Figurative language: 40 (item 6), 77 (item 2), 97 (7th arrow), 102 (4th bullet), 111–112, 117 (item 1), 118 (item 6), 124 (item 1), 179 (item 5), 186 (item 5), 193 (item 8), 200 (item 3)</p> <p>Literary structures: 72 (5th paragraph), 111–112 (flashback; foreshadowing)</p>

Academic Standard 1.4 Types of Writing

The student will acquire the knowledge and skills needed to:

<p>B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).</p> <ul style="list-style-type: none">• Include a variety of methods to develop the main idea.• Use precise language and specific detail.• Include cause and effect.• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).• Use primary and secondary sources.	<p>Write an analysis: 128–150</p>
<p>C. Write persuasive pieces.</p> <ul style="list-style-type: none">• Include a clearly stated position or opinion.• Include convincing, elaborated and properly cited evidence.• Develop reader interest.• Anticipate and counter reader concerns and arguments.• Include a variety of methods to advance the argument or position.	<p>Write persuasively: 151–165, 188, 202</p>

Academic Standard 1.5 Quality of Writing

The student will acquire the knowledge and skills needed to:

<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none">• Identify topic, task and audience.• Establish and maintain a single point of view.	<p>Write with focus:</p> <p>25 (1st arrow), 34 (item 2), 131 (item 3), 138 (1st arrow), 149–150, 158 (item 3, 3rd bullet), 163–164, 165, 173 (box), 175, 188, 189, 202</p> <p>Identify topic, task, and audience:</p> <p>133 (1st bullet), 137 (box), 149–150, 152 (Activity J), 163–164, 165, 173, 175, 188, 189, 202</p> <p>Establish and maintain a single point of view:</p> <p>152–153, 156 (FYI), 163 (4th arrow), 163–164, 188, 189, 202</p>
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none">• Gather, determine validity and reliability of, analyze and organize information.• Employ the most effective format for purpose and audience.• Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.	<p>Write using well-developed content:</p> <p>25 (2nd arrow), 131 (item 6), 149–150, 165, 163–164, 175, 188, 189, 202</p> <p>Gather and organize information:</p> <p>134–137, 141 (step 1), 143–144, 153 (step 1), 154 (Activity K), 165, 163–164, 175, 188, 189, 202</p> <p>Write fully developed paragraphs with detail and information relevant to the focus:</p>

	25 (5th check mark), 27 (FYI), 129 (1st paragraph), 146 (item 4, 6th bullet), 149–150, 158 (item 3, 6th bullet), 163 (5th arrow), 165, 163–164, 175, 188, 189, 202
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order throughout the piece. • Include an effective introduction and conclusion. 	<p>Write with organization:</p> <p>28 (1st paragraph), 31–33, 37 (step 1), 128, 131 (item 4), 146 (item 1), 149–150, 153 (step 2), 163 (3rd arrow), 165, 163–164, 175, 188, 189, 202</p> <p>Sustain logical order:</p> <p>130 (3rd arrow), 132–133, 138 (3rd arrow), 139 (item 3), 146 (item 3), 149–150, 155, 158 (item 3, 5th bullet), 159 (3rd arrow), 165, 163–164, 173 (box), 188, 189, 202</p> <p>Include an introduction and conclusion:</p> <p>28 (1st arrow), 34 (item 1), 129 (box), 131 (item 2), 138 (2nd arrow), 142 (step 2), 153 (step 2), 158 (item 3, bullet 2), 163 (6th arrow), 165, 163–164, 175, 188, 189, 202</p>
<p>D. Write with a command of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language. 	<p>Use different types and lengths of sentences:</p> <p>131 (item 9), 137 (box), 147 (2nd bullet), 159 (3rd bullet), 165, 173 (box), 175, 202</p>
<p>E. Revise writing to improve style, word choice, sentence variety and subtlety of meaning after rethinking how questions of purpose, audience and genre have</p>	<p>Revise writing:</p> <p>27 (step 3), 29 (1st arrow), 135 (step 3), 137 (box), 142 (step 3), 149–150, 153 (step 3), 159 (2nd bullet), 163–164, 165, 166–172, 173 (box), 174, 175, 181,</p>

<p>been addressed.</p>	<p>188, 189, 195, 202</p>
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell all words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	<p>Edit writing:</p> <p>27 (step 4), 29 (2nd arrow), 35, 131 (item 8), 135 (step 4), 137 (box), 142 (step 4), 147 (1st bullet), 149–150, 153 (step 4), 163–164, 165, 166–172, 173 (box), 174–175, 181, 188–189, 195, 202</p>