

New York Language Arts Core Curriculum (Grade 12)

This chart correlates the New York Language Arts Core Curriculum to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
<p>1.1 Prepare and give presentations to a variety of audiences on a range of informational topics, using a variety of techniques, such as multimedia, group presentations, and dramatic approaches</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>1.2 Give directions and explain complex processes</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>1.3 Check consistency of hypothesis with given information and assumption</p>	<p>Chapter 31 Study Skills and Test-taking</p>
<p>1.4 Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large (employ a range of post-reading practices to think about new learning and to plan future learning)</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>2.1 Present interpretations and responses to literary texts and performances in presentations to school and public audiences</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking</p>
<p>2.2 Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays (engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives)</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>2.3 Identify how format and language are used in presentations to communicate the author's message and evoke a response</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 21 Writing About Literature Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
2.5 Read literary texts aloud to convey an interpretation of the work	Chapter 31 Study Skills and Test-taking
2.6 Read and interpret literary texts from a range of authors, genres, and subjects, including literary criticism	Chapter 31 Study Skills and Test-taking
2.7 Interpret multiple levels of meaning and subtleties in text	Chapter 31 Study Skills and Test-taking
3.1 Determine points of view to clarify positions, make judgments, and form opinions	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.12 Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
3.2 Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience (preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.3 Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience (focus on key word/phrases that signal that the text is heading in a particular direction)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.4 Use visuals and technology to enhance presentation	Chapter 21 Writing About Literature Chapter 26 Communication in the Digital Age Chapter 27 Speeches and Presentations Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
3.5 Analyze and evaluate poetry in order to recognize the use and effect of sensory imagery	Chapter 21 Writing About Literature
3.6 Analyze and evaluate poetry in order to recognize the use and effect of figurative language	Chapter 21 Writing About Literature
3.7 Analyze and evaluate poetry in order to recognize the use and effect of verse form	Chapter 21 Writing About Literature
3.8 Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form	Chapter 21 Writing About Literature
3.9 Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking

Standard	Chapter(s)
4.2 Respect the age, gender, social position, and cultural traditions of the listener	Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 27 Speeches and Presentations Chapter 31 Study Skills and Test-taking
4.3 Listen for multiple levels of meaning, articulated and unspoken	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.4 Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
4.5 Withhold judgment	Chapter 29 Critical Thinking
4.6 Appreciate the speaker's uniqueness	Chapter 29 Critical Thinking