

Content Provider - USA TODAY

Standards Report - Showing matching content units as of April 29, 2009, 8:43 am
PDT

Grades: 12

States: New York Core Curriculum

Subjects: Language Arts

New York Core Curriculum

Language Arts

Grade 12

STRAND / STANDARD	NY.1.	Reading: Students will read, write, listen, and speak for information and understanding.
STRAND / PERFORMANCE INDICATOR	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>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 5: Quick Write: Notetaking Lesson 7: SMART Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 26: The Weather Page: Comparing data Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 33: Writing a scouting report: Interpreting sports statistics and information Lesson 35: Anticipation guide Lesson 36: Critic's corner: Everyone's a critic! Lesson 38: Snapshots: Synthesize this! Lesson 39: Reading the TV listings Lesson 40: Predictions and inferences Lesson 42: Movie reviews Lesson 46: Identifying contrasts</p>

Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / STANDARD	NY.2.	Reading: Students will read, write, listen, and speak for literary response and expression.
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STRAND / PERFORMANCE INDICATOR	2.1.	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 (read and discuss literary criticism)
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Content Provider - USA TODAY
 Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
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Lesson 32: SQ3R: Discovering the main idea
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 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
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STRAND / PERFORMANCE INDICATOR

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)

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STRAND / PERFORMANCE INDICATOR	2.4.	Compare a film, video, or stage version of a literary work with the written version
		<p>Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 54: Persuasive texts: Save the last word for me!</p>
STRAND / PERFORMANCE INDICATOR	2.5.	Read literary texts aloud to convey an interpretation of the work
		<p>Content Provider - USA TODAY Lesson 4: Found poems Lesson 10: Using the Question Matrix Lesson 21: Summarizing and analyzing an article Lesson 23: Across the USA: Graphic representations Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph Lesson 30: Discussion Web strategy: Comprehend, evaluate Lesson 31: Alphabet soup strategy for a summary Lesson 32: SQ3R: Discovering the main idea Lesson 34: Questioning the author: Discovering the author's point of view Lesson 35: Anticipation guide Lesson 37: Writing movie and TV reviews Lesson 41: React to reading with a Quick Write Lesson 44: Discovering the main idea Lesson 45: Expressing your opinion Lesson 46: Identifying contrasts Lesson 50: T.A.P.S.: Topic-Audience-Purpose-Speaker Lesson 53: USA TODAY Snapshots: From symbols to words Lesson 54: Persuasive texts: Save the last word for me! Lesson 55: Thinking about technology Lesson 56: Entrepreneurs: Finding solutions to problems</p>
STRAND / STANDARD	NY.3.	Reading: Students will read, write, listen, and speak for critical analysis and evaluation.
STRAND / PERFORMANCE INDICATOR	3.1.	Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives, purposes, and intended audience (identify text structure, using supports such as graphic organizers)

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STRAND / PERFORMANCE INDICATOR

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)

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STRAND / PERFORMANCE INDICATOR

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)

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STRAND / PERFORMANCE INDICATOR

3.4.

Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer's perspectives,

purposes, and intended audience (identify the particular kinds of language used in particular texts)

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

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

Content Provider - USA TODAY

Lesson 4: Found poems

Lesson 10: Using the Question Matrix

Lesson 21: Summarizing and analyzing an article

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STRAND / PERFORMANCE INDICATOR	3.10.	<p>Select, reject, and reconcile ideas and information in light of beliefs</p> <p>Content Provider - USA TODAY</p> <p>Lesson 14: Letter to the editor</p> <p>Lesson 27: Reading and evaluating information</p> <p>Lesson 53: USA TODAY Snapshots: From symbols to words</p>
STRAND / PERFORMANCE INDICATOR	3.12.	<p>Analyze and evaluate the intellectual and/or emotional impact of specific texts on the reader</p> <p>Content Provider - USA TODAY</p> <p>Lesson 14: Letter to the editor</p> <p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 45: Expressing your opinion</p>
STRAND / STANDARD	NY.4.	<p>Reading: Students will read, write, listen, and speak for social interaction.</p>
STRAND / PERFORMANCE INDICATOR	4.1.	<p>Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to texts</p> <p>Content Provider - USA TODAY</p> <p>Lesson 1: Personal Poster</p> <p>Lesson 2: Introducing USA TODAY</p> <p>Lesson 3: The inverted pyramid</p> <p>Lesson 4: Found poems</p> <p>Lesson 5: Quick Write: Notetaking</p> <p>Lesson 6: Why are advertisements effective?</p> <p>Lesson 7: SMART</p> <p>Lesson 8: Cornell Notes</p> <p>Lesson 9: TV Tonight</p> <p>Lesson 10: Using the Question Matrix</p> <p>Lesson 11: Is the information reliable?</p>

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STRAND / PERFORMANCE INDICATOR	4.3.	Understand and anticipate the author's use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions
		Content Provider - USA TODAY
		Lesson 14: Letter to the editor
		Lesson 36: Critic's corner: Everyone's a critic!
		Lesson 45: Expressing your opinion
STRAND / PERFORMANCE INDICATOR	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
		Content Provider - USA TODAY
		Lesson 1: Personal Poster
		Lesson 2: Introducing USA TODAY
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STRAND / STANDARD	NY.1.	Writing: Students will read, write, listen, and speak for information and understanding.
STRAND / PERFORMANCE INDICATOR	1.1.	Use and integrate a wide range of organizational strategies to present information Content Provider - USA TODAY Lesson 14: Letter to the editor Lesson 31: Alphabet soup strategy for a summary Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings Lesson 51: Persuasive text: How do they DO that? Lesson 53: USA TODAY Snapshots: From symbols to words
STRAND / PERFORMANCE INDICATOR	1.2.	Define the meaning of and understand the consequences of plagiarism; investigate college and university policies Content Provider - USA TODAY Lesson 12: Across the USA
STRAND / STANDARD	NY.2.	Writing: Students will read, write, listen, and speak for literary response and expression.
STRAND / PERFORMANCE INDICATOR	2.1.	Write interpretive and responsive essays of approximately five pages to express judgments and support them through references to the text, using

direct quotations and paraphrase

Content Provider - USA TODAY

Lesson 11: Is the information reliable?
Lesson 14: Letter to the editor
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STRAND / PERFORMANCE INDICATOR

2.2.

Write interpretive and responsive essays of approximately five pages to explain how the author's use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

2.3.

Write interpretive and responsive essays of approximately five pages to engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights

Content Provider - USA TODAY

Lesson 14: Letter to the editor

Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 39: Reading the TV listings
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

2.4.

Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware
 Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
 Lesson 24: ReQuest
 Lesson 25: RAFT
 Lesson 26: The Weather Page: Comparing data
 Lesson 27: Reading and evaluating information
 Lesson 28: Creating a narrative from a photograph
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 30: Discussion Web strategy: Comprehend, evaluate
 Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting

sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
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 Lesson 45: Expressing your opinion
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 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / STANDARD	NY.3.	Writing: Students will read, write, listen, and speak for critical analysis and evaluation.
STRAND / PERFORMANCE INDICATOR	3.1.	Develop critiques from more than one perspective, such as historical, cultural, social, and psychological
		<p>Content Provider - USA TODAY Lesson 25: RAFT Lesson 28: Creating a narrative from a photograph Lesson 36: Critic's corner: Everyone's a critic! Lesson 37: Writing movie and TV reviews</p>
STRAND / PERFORMANCE INDICATOR	3.2.	Use telecommunication to participate in listserv discussion groups
		<p>Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 4: Found poems Lesson 8: Cornell Notes</p>
STRAND / STANDARD	NY.4.	Writing: Students will read, write, listen, and speak for social interaction.
STRAND / PERFORMANCE INDICATOR	4.1.	Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or

thank-you letter with writing partner(s)

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

4.2.

Respect the age, gender, and cultural traditions of the recipient

Content Provider - USA TODAY

Lesson 25: RAFT
Lesson 31: Alphabet soup strategy for a summary
Lesson 36: Critic's corner: Everyone's a critic!
Lesson 42: Movie reviews
Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
Lesson 53: USA TODAY Snapshots: From symbols to words

STRAND / STANDARD

NY.1.

Listening: Students will read, write, listen, and speak for information and understanding.

1.1.

STRAND / PERFORMANCE INDICATOR

Interpret and analyze information from media presentations, such as documentary films, news broadcasts, taped interviews, and debates

Content Provider - USA TODAY

- Lesson 6: Why are advertisements effective?
- Lesson 9: TV Tonight
- Lesson 11: Is the information reliable?
- Lesson 30: Discussion Web strategy: Comprehend, evaluate
- Lesson 37: Writing movie and TV reviews
- Lesson 39: Reading the TV listings
- Lesson 42: Movie reviews
- Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
- Lesson 54: Persuasive texts: Save the last word for me!

STRAND / PERFORMANCE INDICATOR

1.2.

Recognize the speaker's use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions

Content Provider - USA TODAY

- Lesson 1: Personal Poster
- Lesson 2: Introducing USA TODAY
- Lesson 3: The inverted pyramid
- Lesson 4: Found poems
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- Lesson 6: Why are advertisements effective?
- Lesson 7: SMART
- Lesson 8: Cornell Notes
- Lesson 9: TV Tonight
- Lesson 10: Using the Question Matrix
- Lesson 11: Is the information reliable?
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 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / STANDARD	NY.2.	Listening: Students will read, write, listen, and speak for literary response and expression.
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STRAND / PERFORMANCE INDICATOR	2.1.	Interpret and respond to texts from a variety of genres, authors, and subjects
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**STRAND / PERFORMANCE
INDICATOR**

Respond to authors' reading and discussing their works

Content Provider - USA TODAY

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Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

Lesson 6: Why are advertisements effective?

Lesson 7: SMART

Lesson 8: Cornell Notes

Lesson 9: TV Tonight

Lesson 10: Using the Question Matrix

Lesson 11: Is the information reliable?

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STRAND / PERFORMANCE INDICATOR

2.4.

Recognize how presentation styles affect the emotional responses of listeners

Content Provider - USA TODAY

Lesson 9: TV Tonight
 Lesson 16: Frayer Model
 Lesson 24: ReQuest
 Lesson 54: Persuasive texts: Save the last word for me!

STRAND / STANDARD

NY.3.

Listening: Students will read, write, listen, and speak for critical analysis and evaluation.

STRAND / PERFORMANCE INDICATOR

3.4.

Recognize the use of protocols and traditional practices in debating, public speaking, interviewing, reviewing literary works, and other forms of speaking

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STRAND / PERFORMANCE INDICATOR

3.5.

Evaluate the impact of the medium on the message

Content Provider - USA TODAY

Lesson 6: Why are advertisements effective?
 Lesson 11: Is the information reliable?
 Lesson 17: Ad aware
 Lesson 29: Ad evaluation: What's for sale?
 Lesson 38: Snapshots: Synthesize this!

STRAND / STANDARD	NY.4.	Listening: Students will read, write, listen, and speak for social interaction.
STRAND / PERFORMANCE INDICATOR	4.1.	Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
		<p>Content Provider - USA TODAY</p> <p>Lesson 1: Personal Poster</p> <p>Lesson 2: Introducing USA TODAY</p> <p>Lesson 3: The inverted pyramid</p> <p>Lesson 4: Found poems</p> <p>Lesson 5: Quick Write: Notetaking</p> <p>Lesson 6: Why are advertisements effective?</p> <p>Lesson 7: SMART</p> <p>Lesson 8: Cornell Notes</p> <p>Lesson 9: TV Tonight</p> <p>Lesson 10: Using the Question Matrix</p> <p>Lesson 11: Is the information reliable?</p> <p>Lesson 12: Across the USA</p> <p>Lesson 13: SQP2RS</p> <p>Lesson 14: Letter to the editor</p> <p>Lesson 15: Question, Answer, Relationship (QAR)</p> <p>Lesson 16: Frayer Model</p> <p>Lesson 17: Ad aware</p> <p>Lesson 18: Analyzing problems</p> <p>Lesson 19: USA TODAY Snapshots: Thinking about thinking</p> <p>Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy</p> <p>Lesson 21: Summarizing and analyzing an article</p> <p>Lesson 22: Vocabulary development</p> <p>Lesson 23: Across the USA: Graphic representations</p> <p>Lesson 24: ReQuest</p> <p>Lesson 25: RAFT</p> <p>Lesson 26: The Weather Page: Comparing data</p> <p>Lesson 27: Reading and evaluating information</p> <p>Lesson 28: Creating a narrative from a photograph</p> <p>Lesson 29: Ad evaluation: What's for sale?</p> <p>Lesson 30: Discussion Web strategy: Comprehend, evaluate</p> <p>Lesson 31: Alphabet soup strategy for a summary</p> <p>Lesson 32: SQ3R: Discovering the main idea</p> <p>Lesson 33: Writing a scouting report: Interpreting sports statistics and information</p> <p>Lesson 34: Questioning the author: Discovering the author's point of view</p> <p>Lesson 35: Anticipation guide</p> <p>Lesson 36: Critic's corner: Everyone's a critic!</p> <p>Lesson 37: Writing movie and TV reviews</p> <p>Lesson 38: Snapshots: Synthesize this!</p> <p>Lesson 39: Reading the TV listings</p> <p>Lesson 40: Predictions and inferences</p> <p>Lesson 41: React to reading with a Quick Write</p> <p>Lesson 42: Movie reviews</p>

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STRAND / PERFORMANCE INDICATOR

4.5.

Withhold judgment

Content Provider - USA TODAY

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STRAND / PERFORMANCE INDICATOR

4.6.

Appreciate the speaker's uniqueness

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STRAND / STANDARD	NY.1.	Speaking: Students will read, write, listen, and speak for information and understanding.
STRAND / PERFORMANCE INDICATOR	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

Content Provider - USA TODAY

Lesson 18: Analyzing problems

STRAND / PERFORMANCE INDICATOR

1.2.

Give directions and explain complex processes

Content Provider - USA TODAY

Lesson 18: Analyzing problems

STRAND / STANDARD

NY.2.

Speaking: Students will read, write, listen, and speak for literary response and expression.

STRAND / PERFORMANCE INDICATOR

2.1.

Present interpretations and responses to literary texts and performances in presentations to school and public audiences

Content Provider - USA TODAY

Lesson 1: Personal Poster

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Lesson 3: The inverted pyramid

Lesson 4: Found poems

Lesson 5: Quick Write: Notetaking

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Lesson 8: Cornell Notes

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 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / STANDARD	NY.3.	Speaking: Students will read, write, listen, and speak for critical analysis and evaluation.
STRAND / PERFORMANCE INDICATOR	3.1.	Express opinions and make judgments about ideas, information, experiences, and issues in literary, scientific, and historical articles, in public documents, and in advertisements Content Provider - USA TODAY Lesson 38: Snapshots: Synthesize this! Lesson 47: The Weather Page: Synthesizing information and drawing conclusions Lesson 55: Thinking about technology
STRAND / PERFORMANCE INDICATOR	3.2.	Present reasons, examples, and details from sources such as films to defend opinions or judgments Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 37: Writing movie and TV reviews Lesson 39: Reading the TV listings Lesson 42: Movie reviews Lesson 47: The Weather Page: Synthesizing information and drawing conclusions

		Lesson 54: Persuasive texts: Save the last word for me!
STRAND / PERFORMANCE INDICATOR	3.3.	Respond to constructive criticism Content Provider - USA TODAY Lesson 9: TV Tonight Lesson 16: Frayer Model Lesson 24: ReQuest Lesson 38: Snapshots: Synthesize this! Lesson 42: Movie reviews Lesson 51: Persuasive text: How do they DO that? Lesson 54: Persuasive texts: Save the last word for me!
STRAND / STANDARD	NY.4.	Speaking: Students will read, write, listen, and speak for social interaction.
STRAND / PERFORMANCE INDICATOR	4.1.	Speak informally with familiar and unfamiliar people, individually and in group settings Content Provider - USA TODAY Lesson 1: Personal Poster Lesson 2: Introducing USA TODAY Lesson 3: The inverted pyramid Lesson 4: Found poems Lesson 5: Quick Write: Notetaking Lesson 6: Why are advertisements effective? Lesson 7: SMART Lesson 8: Cornell Notes Lesson 9: TV Tonight Lesson 10: Using the Question Matrix Lesson 11: Is the information reliable? Lesson 12: Across the USA Lesson 13: SQP2RS Lesson 14: Letter to the editor Lesson 15: Question, Answer, Relationship (QAR) Lesson 16: Frayer Model Lesson 17: Ad aware Lesson 18: Analyzing problems Lesson 19: USA TODAY Snapshots: Thinking about thinking Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy Lesson 21: Summarizing and analyzing an article Lesson 22: Vocabulary development Lesson 23: Across the USA: Graphic representations Lesson 24: ReQuest Lesson 25: RAFT Lesson 26: The Weather Page: Comparing data Lesson 27: Reading and evaluating information Lesson 28: Creating a narrative from a photograph Lesson 29: Ad evaluation: What's for sale? Lesson 30: Discussion Web strategy: Comprehend, evaluate

Lesson 31: Alphabet soup strategy for a summary
 Lesson 32: SQ3R: Discovering the main idea
 Lesson 33: Writing a scouting report: Interpreting sports statistics and information
 Lesson 34: Questioning the author: Discovering the author's point of view
 Lesson 35: Anticipation guide
 Lesson 36: Critic's corner: Everyone's a critic!
 Lesson 37: Writing movie and TV reviews
 Lesson 38: Snapshots: Synthesize this!
 Lesson 39: Reading the TV listings
 Lesson 40: Predictions and inferences
 Lesson 41: React to reading with a Quick Write
 Lesson 42: Movie reviews
 Lesson 43: Chain reactions
 Lesson 44: Discovering the main idea
 Lesson 45: Expressing your opinion
 Lesson 46: Identifying contrasts
 Lesson 47: The Weather Page: Synthesizing information and drawing conclusions
 Lesson 48: Cause & effect
 Lesson 49: Snapshots: Reading between the lines
 Lesson 50: T.A.P.S.:
 Topic-Audience-Purpose-Speaker
 Lesson 51: Persuasive text: How do they DO that?
 Lesson 52: Evaluating validity and reliability
 Lesson 53: USA TODAY Snapshots: From symbols to words
 Lesson 54: Persuasive texts: Save the last word for me!
 Lesson 55: Thinking about technology
 Lesson 56: Entrepreneurs: Finding solutions to problems

STRAND / PERFORMANCE INDICATOR

4.3.

Use social communication in workplace settings to foster trust and build goodwill

Content Provider - USA TODAY

Lesson 1: Personal Poster
 Lesson 2: Introducing USA TODAY
 Lesson 3: The inverted pyramid
 Lesson 4: Found poems
 Lesson 5: Quick Write: Notetaking
 Lesson 6: Why are advertisements effective?
 Lesson 7: SMART
 Lesson 8: Cornell Notes
 Lesson 9: TV Tonight
 Lesson 10: Using the Question Matrix
 Lesson 11: Is the information reliable?
 Lesson 12: Across the USA
 Lesson 13: SQP2RS
 Lesson 14: Letter to the editor
 Lesson 15: Question, Answer, Relationship (QAR)
 Lesson 16: Frayer Model
 Lesson 17: Ad aware

Lesson 18: Analyzing problems
 Lesson 19: USA TODAY Snapshots: Thinking about thinking
 Lesson 20: USA TODAY Snapshots and Bloom's Taxonomy
 Lesson 21: Summarizing and analyzing an article
 Lesson 22: Vocabulary development
 Lesson 23: Across the USA: Graphic representations
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 Lesson 25: RAFT
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STRAND / PERFORMANCE INDICATOR

4.4.

Respond respectfully

Content Provider - USA TODAY

Lesson 9: TV Tonight

Lesson 16: Frayer Model

Lesson 24: ReQuest

Lesson 54: Persuasive texts: Save the last word for me!