

**ACCESS ENGLISH © 2005**

correlated to

**North Carolina  
English Language Arts  
Standard Course of Study and  
Grade Level Competencies  
Grades 5-8**



**YOUR NORTH CAROLINA GREAT SOURCE REPRESENTATIVES**

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**North Carolina English Language Arts**  
**Standard Course of Study and Grade Level Competencies**  
**Grade 5**

**COMPETENCY GOAL 1**

**The learner will apply enabling strategies and skills to read and write.**

Competency Objectives, Grade 5	ACCESS English
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.	<b>Student Book:</b> 59, 183, 298, 299, 301, 234
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	<b>Student Book:</b> 18-21, 74-77, 130-133, 186-189, 242-251, 304-305, 356-371
1.03 Increase reading and writing vocabulary through:	<b>Student Book:</b> 18-21, 315, 347
• wide reading.	
• word study.	<b>Student Book:</b> 130-133, 186-189, 242-251, 304-305, 315, 347
• word reference materials.	<b>Student Book:</b> 347, 356-371
• content area study.	<b>Student Book:</b> 74-77, 130-133, 186-189, 242-251, 304-305, 347
• writing process elements.	<b>Student Book:</b> 242-251
• writing as a tool.	<b>Student Book:</b> 242-251, 347
• debate.	<b>Student Book:</b> 331
• discussions.	<b>Student Book:</b> 74-77, 130-133, 186-189, 242-251, 304-305

Competency Objectives, Grade 5	ACCESS English
<ul style="list-style-type: none"> <li>seminars.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>ACCESS English Teacher's Edition</i> .)
<ul style="list-style-type: none"> <li>examining the author's craft.</li> </ul>	<b>Student Book:</b> 130-133, 186-189, 242-251
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.	<b>Student Book:</b> 347, 356-371
1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> <li>increase fluency.</li> </ul>	<b>Student Book:</b> 28, 347
<ul style="list-style-type: none"> <li>build background knowledge.</li> </ul>	<b>Student Book:</b> 28, 192-203, 308-319
<ul style="list-style-type: none"> <li>expand and refine vocabulary.</li> </ul>	<b>Student Book:</b> 347

## COMPETENCY GOAL 2

**The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.**

Competency Objectives, Grade 5	ACCESS English
2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).	<b>Student Book:</b> 30, 33, 46, 47, 88, 142, 149, 151, 155, 157, 158, 197-198, 199-201, 206, 210, 220, 310, 311, 313, 317, 319
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> <li>making predictions.</li> </ul>	<b>Student Book:</b> 50, 59
<ul style="list-style-type: none"> <li>formulating questions.</li> </ul>	<b>Student Book:</b> 18-22, 27, 32, 50, 53, 78, 134, 142, 144, 156-157, 158, 190, 197, 198, 219-220, 226, 242-252, 306, 317
<ul style="list-style-type: none"> <li>supporting answers from textual information, previous experience, and/or other sources.</li> </ul>	<b>Student Book:</b> 18-22, 27, 32, 48, 49, 50, 53, 54, 129, 134, 156-157, 158, 197, 211, 212-213, 226, 242-252, 304-306
<ul style="list-style-type: none"> <li>drawing on personal, literary, and cultural understandings.</li> </ul>	<b>Student Book:</b> 18-22, 30-32, 54, 78, 129, 134, 190, 197, 211, 212-213, 219-220, 226, 242-252, 257, 265, 304-306, 317

Competency Objectives, Grade 5	ACCESS English
<ul style="list-style-type: none"> <li>seeking additional information.</li> </ul>	<b>Student Book:</b> 18-22, 134, 156-157, 158, 195, 220, 226
<ul style="list-style-type: none"> <li>making connections with previous experiences, information, and ideas.</li> </ul>	<b>Student Book:</b> 22, 32, 53, 54, 78, 134, 147
<p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> <li>fiction (tall tales, myths).</li> </ul>	<b>Student Book:</b> 74-77, 242-251
<ul style="list-style-type: none"> <li>nonfiction (books of true experience, newspaper and magazine articles, schedules).</li> </ul>	<b>Student Book:</b> 74-77, 130-133, 186-189, 304-305
<ul style="list-style-type: none"> <li>poetry (narrative, lyric, and cinquains).</li> </ul>	<b>Student Book:</b> 18-21, 74-77
<ul style="list-style-type: none"> <li>drama (plays and skits).</li> </ul>	<b>Student Book:</b> 242-251
<p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> <li>plot development.</li> </ul>	<b>Student Book:</b> 256-258, 261, 280, 283
<ul style="list-style-type: none"> <li>author's choice of words.</li> </ul>	<b>Student Book:</b> 22, 78, 79, 306
<ul style="list-style-type: none"> <li>effectiveness of figurative language (e.g., personification, flashback).</li> </ul>	<b>Student Book:</b> 57, 112
<ul style="list-style-type: none"> <li>tone.</li> </ul>	<b>Student Book:</b> 73
<p>2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p>	<b>Student Book:</b> 50, 56, 78, 83, 87-89, 91, 145, 205, 206, 207, 211, 215, 257, 265
<p>2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p>	<b>Student Book:</b> 26, 28-33, 195, 196-198, 220, 303, 309, 312-313, 314-315, 316
<p>2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p>	<b>Student Book:</b> 55, 90, 156-157, 214, 220, 312-313, 341

Competency Objectives, Grade 5	ACCESS English
2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> <li>• causal.</li> </ul>	<b>Student Book:</b> 101, 139, 141, 143, 166-167, 170, 213
<ul style="list-style-type: none"> <li>• hierarchical.</li> </ul>	<b>Student Book:</b> 34, 94, 95, 98, 99, 154, 163, 168, 169, 200
<ul style="list-style-type: none"> <li>• temporal.</li> </ul>	<b>Student Book:</b> 101, 139, 141, 143, 166-167, 170, 213
<ul style="list-style-type: none"> <li>• problem-solution.</li> </ul>	<b>Student Book:</b> 261
2.09 Listen actively and critically by: <ul style="list-style-type: none"> <li>• asking questions.</li> </ul>	<b>Student Book:</b> 78, 156-157, 158, 215, 265
<ul style="list-style-type: none"> <li>• delving deeper into the topic.</li> </ul>	<b>Student Book:</b> 78, 91, 156-157
<ul style="list-style-type: none"> <li>• elaborating on the information and ideas presented.</li> </ul>	<b>Student Book:</b> 156-157
<ul style="list-style-type: none"> <li>• evaluating information and ideas.</li> </ul>	<b>Student Book:</b> 55, 91, 156-157, 158
<ul style="list-style-type: none"> <li>• making inferences and drawing conclusions.</li> </ul>	<b>Student Book:</b> 56, 83, 87-89, 145, 207, 211, 215, 257, 265
<ul style="list-style-type: none"> <li>• making judgments.</li> </ul>	<b>Student Book:</b> 55
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.	<b>Student Book:</b> 88, 140-143, 161-163, 255, 258-263, 280, 303, 306, 307, 321-323, 326-327

## COMPETENCY GOAL 3

**The learner will make connections through the use of oral language, written language, and media and technology.**

Competency Objectives, Grade 5	ACCESS English
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing word choice and content.</li> </ul>	<b>Student Book:</b> 17-22, 51, 54, 158, 300, 304-306
<ul style="list-style-type: none"> <li>• examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li> </ul>	<b>Student Book:</b> 75-78, 90, 130-134, 139-145, 146, 186-190, 241-252, 260, 304-306
<ul style="list-style-type: none"> <li>• creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li> </ul>	<b>Student Book:</b> 32, 54, 75-78, 90, 130-134, 146
<ul style="list-style-type: none"> <li>• examining alternative perspectives.</li> </ul>	<b>Student Book:</b> 90, 241-252, 300
<ul style="list-style-type: none"> <li>• evaluating the difference among genres.</li> </ul>	<b>Student Book:</b> 134, 256
<ul style="list-style-type: none"> <li>• examining relationships among characters.</li> </ul>	<b>Student Book:</b> 126, 260
<ul style="list-style-type: none"> <li>• making and evaluating inferences and conclusions about characters, events, and themes.</li> </ul>	<b>Student Book:</b> 89, 206, 207, 257
3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.	<b>Student Book:</b> 22, 32, 54, 190, 197
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	<b>Student Book:</b> 88, 90, 126, 146, 257, 260-261, 264, 280
3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.	<b>Student Book:</b> 156-157, 264
3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	<b>Student Book:</b> 220-225, 226

Competency Objectives, Grade 5	ACCESS English
3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	<b>Student Book:</b> 41, 156-157, 217-225, 226, 341
3.07 Make informed judgments about:	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>• bias.</li> </ul>	
<ul style="list-style-type: none"> <li>• propaganda.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>• stereotyping.</li> </ul>	No specific lesson in the Student Book addresses this objective.
<ul style="list-style-type: none"> <li>• media techniques.</li> </ul>	<b>Student Book:</b> 324

## COMPETENCY GOAL 4

**The learner will apply strategies and skills to create oral, written, and visual texts.**

Competency Objectives, Grade 5	ACCESS English
4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	<b>Student Book:</b> 23, 47, 59, 91, 103, 115, 147, 183, 253, 319, 343
4.02 Use oral and written language to:	<b>Student Book:</b> 325, 328
<ul style="list-style-type: none"> <li>• formulate hypotheses.</li> </ul>	
<ul style="list-style-type: none"> <li>• evaluate information and ideas.</li> </ul>	<b>Student Book:</b> 90, 158, 183, 191, 214
<ul style="list-style-type: none"> <li>• present and support arguments.</li> </ul>	<b>Student Book:</b> 90, 185, 191, 214, 331, 354
<ul style="list-style-type: none"> <li>• influence the thinking of others.</li> </ul>	<b>Student Book:</b> 330, 331, 342, 354
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	<b>Student Book:</b> 182
4.04 Select a self-evaluated composition for publication and justify rationale for selection.	<b>Student Book:</b> 287, 342

Competency Objectives, Grade 5	ACCESS English
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	<b>Student Book:</b> 39, 40-41, 46, 93-101, 102, 114, 126, 146, 165-169, 170, 202, 213, 214, 220-221, 226, 271-272, 276, 286, 288, 328, 330
4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	<b>Student Book:</b> 42, 108-110, 113, 114, 164-169, 213, 214, 217-224, 272, 276, 286, 288, 328-329, 330
4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	<b>Student Book:</b> 23, 135, 164-169, 170, 220-225, 270-276, 282-288, 328-329, 330, 336-341, 342
4.08 Focus revision on target elements by: <ul style="list-style-type: none"> <li>• improving word choice.</li> </ul>	<b>Student Book:</b> 38, 43, 175, 224, 231, 274-275, 276, 330
<ul style="list-style-type: none"> <li>• rearranging text for clarity.</li> </ul>	<b>Student Book:</b> 38, 43, 224, 274-275, 276, 287, 330
<ul style="list-style-type: none"> <li>• creating simple and/or complex sentences for clarity or impact.</li> </ul>	<b>Student Book:</b> 38, 43, 46, 224, 275, 276, 287, 330, 342
<ul style="list-style-type: none"> <li>• developing a lead, characters, or mood.</li> </ul>	<b>Student Book:</b> 287
4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).	<b>Student Book:</b> 23, 135, 212-213, 270-276, 282-288, 328-330, 336-342
4.10 Use technology as a tool to enhance and/or publish a product.	<b>Student Book:</b> 38, 156-157, 225, 329, 341

## COMPETENCY GOAL 5

**The learner will apply grammar and language conventions to communicate effectively.**

Competency Objectives, Grade 5	ACCESS English
5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).	<b>Student Book:</b> 47, 61, 65, 68, 69, 71, 118-119, 190, 281, 289, 334-335, 353
5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> <li>• troublesome verbs.</li> </ul>	<b>Student Book:</b> 103, 180, 229, 230, 234-235, 236-237
<ul style="list-style-type: none"> <li>• nominative, objective, and possessive pronouns.</li> </ul>	<b>Student Book:</b> 265, 289, 345-350
5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> <li>• prepositional phrases.</li> </ul>	<b>Student Book:</b> 159, 277, 296-297, 345, 351
<ul style="list-style-type: none"> <li>• transitions.</li> </ul>	<b>Student Book:</b> 99, 101, 154, 169, 261
<ul style="list-style-type: none"> <li>• coordinating and/or subordinating conjunctions.</li> </ul>	<b>Student Book:</b> 345, 352
5.04 Determine the impact of word choice on written and spoken language.	<b>Student Book:</b> 17, 22, 73, 78, 79, 110-113, 175, 182, 224, 231, 269, 275, 300, 303, 306, 322-323
5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	<b>Student Book:</b> 59, 183, 301
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	<b>Student Book:</b> 44, 146, 170, 182, 214, 224, 275, 287, 335, 342, 343
5.07 Edit final product for grammar, language conventions, and format.	<b>Student Book:</b> 37, 44, 119, 126, 146, 170, 182, 213, 214, 224, 274-275, 287, 334-335, 342, 343
5.08 Create readable documents through legible handwriting and word processing.	<b>Student Book:</b> 38, 287, 329, 342

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**Grade 6**

**COMPETENCY GOAL 1**

**The learner will use language to express individual perspectives drawn from personal or related experience**

Competency Objectives, Grade 6	ACCESS English
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> <li>• uses a coherent organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 135, 264, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• tells a story or establishes the significance of an event or events.</li> </ul>	<b>Student Book:</b> 135, 264, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• uses remembered feelings and specific details.</li> </ul>	<b>Student Book:</b> 135, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions)</li> </ul>	<b>Student Book:</b> 190, 281, 288, 289
1.02 Explore expressive materials that are read, heard, and viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Book:</b> 21, 22, 33
<ul style="list-style-type: none"> <li>• analyzing the characteristics of expressive works.</li> </ul>	<b>Student Book:</b> 17
<ul style="list-style-type: none"> <li>• determining the effect of literary devices and/or strategies on the reader/viewer/listener.</li> </ul>	<b>Student Book:</b> 19, 22

Competency Objectives, Grade 6	ACCESS English
<ul style="list-style-type: none"> <li>making connections between works, self, and related topics.</li> </ul>	<b>Student Book:</b> 18, 32, 49, 52-53, 54, 58
<ul style="list-style-type: none"> <li>comparing and/or contrasting information.</li> </ul>	<b>Student Book:</b> 49-50, 51, 52, 57
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<b>Student Book:</b> 49-50, 56, 83, 89, 145
<ul style="list-style-type: none"> <li>determining the main idea and/or significance of events.</li> </ul>	<b>Student Book:</b> 87-89
<ul style="list-style-type: none"> <li>generating a learning log or journal.</li> </ul>	<b>Student Book:</b> 17, 27, 30, 31, 33, 49-50, 52-53, 58, 141, 143, 145, 270, 275
<ul style="list-style-type: none"> <li>creating an artistic interpretation that connects self to the work.</li> </ul>	<b>Student Book:</b> 19, 23, 35, 47, 126-127, 135, 146, 159, 253, 289
<ul style="list-style-type: none"> <li>discussing print and non-print expressive works formally and informally.</li> </ul>	<b>Student Book:</b> 134
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>listening attentively.</li> </ul>	<b>Student Book:</b> 103, 147, 159, 277
<ul style="list-style-type: none"> <li>showing empathy.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>contributing relevant comments connecting personal experiences to content.</li> </ul>	<b>Student Book:</b> 22, 78, 185, 277
<ul style="list-style-type: none"> <li>monitoring own understanding of the discussion and seeking clarification as needed.</li> </ul>	<b>Student Book:</b> 22
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>describing personal learning growth and changes in perspective.</li> </ul>	<b>Student Book:</b> 167
<ul style="list-style-type: none"> <li>identifying changes in self throughout the learning process.</li> </ul>	<b>Student Book:</b> 167

Competency Objectives, Grade 6	ACCESS English
<ul style="list-style-type: none"> <li>interpreting how personal circumstances and background shape interaction with text.</li> </ul>	<b>Student Book:</b> 16-17, 72-73, 128-129, 147, 184-185, 240-241, 302-303

## COMPETENCY GOAL 2

**The learner will explore and analyze information from a variety of sources.**

Competency Objectives, Grade 6	ACCESS English
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 78, 134, 142, 190, 196-201, 252-253
<ul style="list-style-type: none"> <li>studying the characteristics of informational works.</li> </ul>	<b>Student Book:</b> 105, 106, 108-109, 110, 138-139, 143, 153, 154, 156, 160, 164, 166, 168, 194-195, 196, 313, 314, 316
<ul style="list-style-type: none"> <li>restating and summarizing information.</li> </ul>	<b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220
<ul style="list-style-type: none"> <li>determining the importance and accuracy of information.</li> </ul>	<b>Student Book:</b> 90-91, 151, 158, 214, 310-311, 319
<ul style="list-style-type: none"> <li>making connections between works, self, and related topics/information.</li> </ul>	<b>Student Book:</b> 18, 27, 32, 149, 151, 185, 190, 197, 206
<ul style="list-style-type: none"> <li>comparing and/or contrasting information.</li> </ul>	<b>Student Book:</b> 51, 57, 94, 96-97, 202, 318
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<b>Student Book:</b> 78, 87-89, 145, 205, 206, 211, 257, 265
<ul style="list-style-type: none"> <li>generating questions.</li> </ul>	<b>Student Book:</b> 142, 151, 156, 198, 219, 220-221, 226, 317
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> <li>exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).</li> </ul>	<b>Student Book:</b> 216-227, 341

Competency Objectives, Grade 6	ACCESS English
<ul style="list-style-type: none"> <li>distinguishing between primary and secondary sources</li> </ul>	<b>Student Book:</b> 218-219, 220
<ul style="list-style-type: none"> <li>analyzing the effects of the presentation and/or the accuracy of information.</li> </ul>	<b>Student Book:</b> 156-157

### COMPETENCY GOAL 3

**The learner will examine the foundation and the use of argument.**

Competency Objectives, Grade 6	ACCESS English
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 306, 325, 327
<ul style="list-style-type: none"> <li>analyzing the characteristics of argumentative works.</li> </ul>	<b>Student Book:</b> 321, 326-327
<ul style="list-style-type: none"> <li>determining the importance of author's word choice and focus.</li> </ul>	<b>Student Book:</b> 303, 306
<ul style="list-style-type: none"> <li>summarizing the author's purpose and stance.</li> </ul>	<b>Student Book:</b> 303, 307, 325
<ul style="list-style-type: none"> <li>making connections between works, self and related topics.</li> </ul>	<b>Student Book:</b> 303, 330, 331
<ul style="list-style-type: none"> <li>drawing inferences.</li> </ul>	<b>Student Book:</b> 300
<ul style="list-style-type: none"> <li>responding to public documents (such as, but not limited to, editorials and school and community policies).</li> </ul>	<b>Student Book:</b> 342
<ul style="list-style-type: none"> <li>distinguishing between fact and opinion.</li> </ul>	<b>Student Book:</b> 185, 191
3.02 Explore the problem solution process by: <ul style="list-style-type: none"> <li>studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.</li> </ul>	<b>Student Book:</b> 325

<b>Competency Objectives, Grade 6</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.</li> </ul>	<b>Student Book:</b> 320-329, 330
3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> <li>exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>preparing individual and/or group essays and presentations that use evaluative techniques.</li> </ul>	<b>Student Book:</b> 212-213, 328-329, 330

### **COMPETENCY GOAL 4**

**The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.**

<b>Competency Objectives, Grade 6</b>	<b>ACCESS English</b>
4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> <li>monitoring comprehension of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 303, 307
<ul style="list-style-type: none"> <li>exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<b>Student Book:</b> 306-307, 322-323
<ul style="list-style-type: none"> <li>identifying and exploring the underlying assumptions of the author/creator.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>analyzing the effects of author's craft on the reader/viewer/listener.</li> </ul>	<b>Student Book:</b> 322-323
4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<b>Student Book:</b> 56, 83, 91, 145, 207, 215

<b>Competency Objectives, Grade 6</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<b>Student Book:</b> 56, 215
4.03 Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> <li>considering alternative points of view or reasons.</li> </ul>	<b>Student Book:</b> 326-329, 330, 354
<ul style="list-style-type: none"> <li>remaining fair-minded and open to other interpretations</li> </ul>	<b>Student Book:</b> 326-327, 328, 330, 354
<ul style="list-style-type: none"> <li>constructing a critical response/review of a work/topic.</li> </ul>	<b>Student Book:</b> 328-329, 330

## COMPETENCY GOAL 5

**The learner will respond to various literary genres using interpretive and evaluative processes.**

<b>Competency Objectives, Grade 6</b>	<b>ACCESS English</b>
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by: <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> </ul>	<b>Student Book:</b> 48-59, 136-145, 184-191, 192-201, 204-214, 308-317, 320-327
<ul style="list-style-type: none"> <li>reading self-selected literature and other materials of individual interest.</li> </ul>	<b>Student Book:</b> 28, 347
<ul style="list-style-type: none"> <li>reading literature and other materials selected by the teacher.</li> </ul>	<b>Student Book:</b> 74-79, 128-133, 184-191, 242-251, 304-305
<ul style="list-style-type: none"> <li>discussing literature in teacher-student conferences and small group discussions.</li> </ul>	<b>Student Book:</b> 22, 78, 134, 190, 306
<ul style="list-style-type: none"> <li>taking an active role in whole class seminars.</li> </ul>	<b>Student Book:</b> 17, 342, 354, 355
<ul style="list-style-type: none"> <li>discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, and sarcasm.</li> </ul>	<b>Student Book:</b> 17, 22, 57, 112-113, 134, 190, 252, 281
<ul style="list-style-type: none"> <li>interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</li> </ul>	<b>Student Book:</b> 73, 78, 88, 126, 129, 134, 148, 241, 255, 256-257, 258-263, 264, 280-281, 283-285

Competency Objectives, Grade 6	ACCESS English
<ul style="list-style-type: none"> <li>investigating examples of distortion and stereotypes.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>recognizing underlying messages in order to identify recurring theme(s) within and across works.</li> </ul>	<b>Student Book:</b> 18-21, 74-78, 81, 85, 86, 87, 96, 98, 99, 100, 101, 105, 109, 110, 111, 112, 117, 128, 130-134, 137, 140, 142, 144, 160-161, 163, 167, 169, 173, 184, 186-190, 240-241, 242-252, 259, 262-263, 266-267, 273, 282, 284, 294, 296, 300, 302, 304-306, 320-321, 323, 327
<ul style="list-style-type: none"> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> </ul>	<b>Student Book:</b> 104-115, 160-171, 216-227, 278-289, 320-331, 332-343
<ul style="list-style-type: none"> <li>exploring relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	<b>Student Book:</b> 126, 258, 260, 262, 280-281, 282, 285
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</li> </ul>	<b>Student Book:</b> 17-22, 128-133, 134, 136-145, 160-163, 184-191, 242-251, 256, 320-327
<ul style="list-style-type: none"> <li>interpreting what impact genre-specific characteristics have on the meaning of the work.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>exploring how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.</li> </ul>	<b>Student Book:</b> 129, 136-145

## COMPETENCY GOAL 6

**The learner will apply conventions of grammar and language usage.**

Competency Objectives, Grade 6	ACCESS English
6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>• using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> </ul>	<b>Student Book:</b> 46, 60-69, 70-71, 115, 126, 146, 182, 212-213, 214, 222-224, 274-275, 276, 289, 293, 301, 329, 342
<ul style="list-style-type: none"> <li>• using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<b>Student Book:</b> 35, 103, 147, 171, 172-183, 224, 228-239, 343
<ul style="list-style-type: none"> <li>• demonstrating the different roles of the parts of speech in sentence construction.</li> </ul>	<b>Student Book:</b> 62, 64, 71, 105-106, 107, 111, 113, 114-115, 116-125, 126, 172-183, 228-239, 290-299, 300-301, 344-353
<ul style="list-style-type: none"> <li>• using pronouns correctly, including clear antecedents and correct case.</li> </ul>	<b>Student Book:</b> 180, 265, 289, 346-350, 355
<ul style="list-style-type: none"> <li>• using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> </ul>	<b>Student Book:</b> 62, 65, 159, 227, 277, 294, 296-297, 351-352
<ul style="list-style-type: none"> <li>• determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<b>Student Book:</b> 315, 347, 356-371
<ul style="list-style-type: none"> <li>• extending vocabulary knowledge by learning and using new words.</li> </ul>	<b>Student Book:</b> 347
<ul style="list-style-type: none"> <li>• exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.</li> </ul>	<b>Student Book:</b> 315
<ul style="list-style-type: none"> <li>• developing an awareness of language conventions and usage during oral presentations.</li> </ul>	<b>Student Book:</b> 127, 171, 191

Competency Objectives, Grade 6	ACCESS English
<p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>• reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> </ul>	<p><b>Student Book:</b> 59, 121-122, 146, 170, 182, 183, 212-213, 214, 224, 274-275, 287, 301, 331</p>
<ul style="list-style-type: none"> <li>• applying proofreading symbols when editing.</li> </ul>	<p><b>Student Book:</b> 37, 44, 119, 126, 224, 274, 287, 334-335, 343</p>
<ul style="list-style-type: none"> <li>• producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> </ul>	<p><b>Student Book:</b> 37, 39, 45, 46, 47, 61, 65, 119, 120, 126, 146, 170, 212-213, 214, 224, 274-275, 276, 287, 329, 335</p>
<ul style="list-style-type: none"> <li>• developing an awareness of errors in everyday speech.</li> </ul>	<p><b>Student Book:</b> 281</p>



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**correlated to**  
**North Carolina English Language Arts**  
**Standard Course of Study and Grade Level Competencies**  
**Grade 7**

**COMPETENCY GOAL 1**

**The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.**

Competency Objectives, Grade 7	ACCESS English
1.01 Narrate an expressive account which: <ul style="list-style-type: none"> <li>• creates a coherent organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 135, 264, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• orients the reader/listener to the scene, the people, and the events.</li> </ul>	<b>Student Book:</b> 135, 264, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• engages the reader/listener by establishing a context and creating a point of view.</li> </ul>	<b>Student Book:</b> 99, 129, 135, 266-275, 277, 281, 288
<ul style="list-style-type: none"> <li>• establishes the significance of events.</li> </ul>	<b>Student Book:</b> 99
1.02 Respond to expressive materials that are read, heard, and viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Book:</b> 21, 22, 33
<ul style="list-style-type: none"> <li>• summarizing the characteristics of expressive works.</li> </ul>	<b>Student Book:</b> 17
<ul style="list-style-type: none"> <li>• determining the importance of literary effects on the reader/viewer/listener.</li> </ul>	<b>Student Book:</b> 19, 22
<ul style="list-style-type: none"> <li>• making connections between works, self, and related topics.</li> </ul>	<b>Student Book:</b> 18, 32, 49, 52-53, 54, 58
<ul style="list-style-type: none"> <li>• comparing and/or contrasting information.</li> </ul>	<b>Student Book:</b> 49-50, 51, 52, 57

Competency Objectives, Grade 7	ACCESS English
<ul style="list-style-type: none"> <li>drawing inferences and/or conclusions.</li> </ul>	<b>Student Book:</b> 49-50, 56, 83, 89, 145
<ul style="list-style-type: none"> <li>determining the main idea or significance of events.</li> </ul>	<b>Student Book:</b> 87-89
<ul style="list-style-type: none"> <li>generating a learning log or journal.</li> </ul>	<b>Student Book:</b> 17, 27, 30, 31, 33, 49-50, 52-53, 58, 141, 143, 145, 270, 275
<ul style="list-style-type: none"> <li>maintaining an annotated list of works read/viewed.</li> </ul>	<b>Student Book:</b> 218-219, 225
<ul style="list-style-type: none"> <li>creating an artistic interpretation that connects self and/or society to the selection.</li> </ul>	<b>Student Book:</b> 19, 23, 35, 47, 126-127, 135, 146, 159, 253, 289
<ul style="list-style-type: none"> <li>constructing and presenting book/media reviews.</li> </ul>	<b>Student Book:</b> 58, 202, 318
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> <li>responding appropriately to comments and questions.</li> </ul>	<b>Student Book:</b> 22, 78, 147, 159, 185, 187, 189, 190, 226, 252, 277
<ul style="list-style-type: none"> <li>offering personal opinions confidently without dominating.</li> </ul>	<b>Student Book:</b> 17, 22, 75, 78, 145, 185, 187, 190, 252, 277, 305, 330
<ul style="list-style-type: none"> <li>giving appropriate reasons that support opinions.</li> </ul>	<b>Student Book:</b> 55, 77, 145, 187, 252, 305, 330
<ul style="list-style-type: none"> <li>soliciting and respecting another person's opinion</li> </ul>	<b>Student Book:</b> 67, 75, 77, 78, 187, 190, 252, 305, 330
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>analyzing personal learning growth and changes in perspective.</li> </ul>	<b>Student Book:</b> 167
<ul style="list-style-type: none"> <li>examining changes in self throughout the learning process.</li> </ul>	<b>Student Book:</b> 167
<ul style="list-style-type: none"> <li>determining how personal circumstances and background shape interaction with text</li> </ul>	<b>Student Book:</b> 16-17, 72-73, 128-129, 147, 184-185, 240-241, 302-303

## COMPETENCY GOAL 2

The learner will synthesize and use information from a variety of sources.

Competency Objectives, Grade 7	ACCESS English
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 78, 134, 142, 190, 196-201, 252-253
<ul style="list-style-type: none"> <li>• analyzing the characteristics of informational works.</li> </ul>	<b>Student Book:</b> 105, 106, 108-109, 110, 138-139, 143, 153, 154, 156, 160, 164, 166, 168, 194-195, 196, 313, 314, 316
<ul style="list-style-type: none"> <li>• summarizing information.</li> </ul>	<b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220
<ul style="list-style-type: none"> <li>• determining the importance of information.</li> </ul>	<b>Student Book:</b> 90-91, 151, 158, 214, 310-311, 319
<ul style="list-style-type: none"> <li>• making connections to related topics/information.</li> </ul>	<b>Student Book:</b> 18, 27, 32, 149, 151, 185, 190, 197, 206
<ul style="list-style-type: none"> <li>• drawing inferences and/or conclusions.</li> </ul>	<b>Student Book:</b> 78, 87-89, 145, 205, 206, 211, 257, 265
<ul style="list-style-type: none"> <li>• generating questions.</li> </ul>	<b>Student Book:</b> 142, 151, 156, 198, 219, 220-221, 226, 317
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> <li>• identifying and using appropriate primary and secondary sources.</li> </ul>	<b>Student Book:</b> 156-157, 216-227, 341
<ul style="list-style-type: none"> <li>• comparing, contrasting, and evaluating information from different sources about the same topic.</li> </ul>	<b>Student Book:</b> 156-157, 202, 226
<ul style="list-style-type: none"> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</li> </ul>	<b>Student Book:</b> 96-101, 156-157, 220-221

## COMPETENCY GOAL 3

**The learner will refine the understanding and use of argument.**

Competency Objectives, Grade 7	ACCESS English
3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 306, 325, 327
<ul style="list-style-type: none"> <li>• identifying the arguments and positions stated or implied and the evidence used to support them.</li> </ul>	<b>Student Book:</b> 320-331
<ul style="list-style-type: none"> <li>• recognizing bias, emotional factors, and/or semantic slanting.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>• examining the effectiveness of style, tone, and use of language.</li> </ul>	<b>Student Book:</b> 73, 78, 110, 306, 322
<ul style="list-style-type: none"> <li>• summarizing the author’s purpose and stance.</li> </ul>	<b>Student Book:</b> 303, 307, 325
<ul style="list-style-type: none"> <li>• examining the importance and impact of establishing a position or point-of-view.</li> </ul>	<b>Student Book:</b> 321, 326, 328, 330
<ul style="list-style-type: none"> <li>• making connections between works, self and related topics.</li> </ul>	<b>Student Book:</b> 303, 330, 331
<ul style="list-style-type: none"> <li>• drawing inferences.</li> </ul>	<b>Student Book:</b> 300
<ul style="list-style-type: none"> <li>• responding to public documents(such as but not limited to editorials, reviews, local/state/national policies/issues.)</li> </ul>	<b>Student Book:</b> 342
3.02 Explore and analyze the problem-solution process by: <ul style="list-style-type: none"> <li>• studying problems and solutions within various texts and situations.</li> </ul>	<b>Student Book:</b> 325
<ul style="list-style-type: none"> <li>• utilizing the problem-solution process within various contexts/situations.</li> </ul>	<b>Student Book:</b> 329-329, 330

<b>Competency Objectives, Grade 7</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> </ul>	<b>Student Book:</b> 212-213, 220-225
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizational structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 206-207, 212-213
3.03 Study and create arguments that evaluate by: <ul style="list-style-type: none"> <li>understanding the importance of establishing a firm judgment.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>justifying the judgment with logical, relevant reasons, clear examples, and supporting details.</li> </ul>	<b>Student Book:</b> 328-329, 330
<ul style="list-style-type: none"> <li>creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 328-329, 330

## **COMPETENCY GOAL 4**

**The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.**

<b>Competency Objectives, Grade 7</b>	<b>ACCESS English</b>
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 306, 325, 327
<ul style="list-style-type: none"> <li>examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<b>Student Book:</b> 306-307, 322-323
<ul style="list-style-type: none"> <li>exploring and evaluating the underlying assumptions of the author/creator.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>understanding the effects of the author's craft on the reader/viewer/listener.</li> </ul>	<b>Student Book:</b> 322-323

<b>Competency Objectives, Grade 7</b>	<b>ACCESS English</b>
<p>4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>• drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<b>Student Book:</b> 56, 83, 91, 145, 207, 215
<ul style="list-style-type: none"> <li>• considering the implications, consequences, or impact of those conclusions.</li> </ul>	<b>Student Book:</b> 56, 215
<p>4.03 Develop the stance of a critic by:</p> <ul style="list-style-type: none"> <li>• considering and presenting alternative points of view or reasons.</li> </ul>	<b>Student Book:</b> 326-329, 330, 354
<ul style="list-style-type: none"> <li>• remaining fair-minded and open to other interpretations.</li> </ul>	<b>Student Book:</b> 326-327, 328, 330, 354
<ul style="list-style-type: none"> <li>• creating a critical response/review of a work/topic.</li> </ul>	<b>Student Book:</b> 328-329, 330

## **COMPETENCY GOAL 5**

**The learner will respond to various literary genres using interpretive and evaluative processes.**

<b>Competency Objectives, Grade 7</b>	<b>ACCESS English</b>
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:</p> <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> </ul>	<b>Student Book:</b> 48-59, 136-145, 184-191, 192-201, 204-214, 308-317, 320-327
<ul style="list-style-type: none"> <li>• reading self-selected literature and other materials of individual interest.</li> </ul>	<b>Student Book:</b> 28, 347
<ul style="list-style-type: none"> <li>• reading literature and other materials selected by the teacher.</li> </ul>	<b>Student Book:</b> 74-79, 128-133, 184-191, 242-251, 304-305
<ul style="list-style-type: none"> <li>• assuming an active role in teacher-student conferences.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>ACCESS English Teacher's Edition</i> .)

Competency Objectives, Grade 7	ACCESS English
<ul style="list-style-type: none"> <li>engaging in small group discussions.</li> </ul>	<b>Student Book:</b> 17, 22, 78, 134, 190, 306, 342, 355
<ul style="list-style-type: none"> <li>taking an active role in whole class seminars.</li> </ul>	<b>Student Book:</b> 17, 342, 354, 355
<ul style="list-style-type: none"> <li>analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</li> </ul>	<b>Student Book:</b> 17, 22, 57, 112-113, 134, 190, 252, 281
<ul style="list-style-type: none"> <li>analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</li> </ul>	<b>Student Book:</b> 73, 78, 88, 126, 129, 134, 148, 241, 255, 256-257, 258-263, 264, 280-281, 283-285
<ul style="list-style-type: none"> <li>analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> </ul>	<b>Student Book:</b> 18-21, 74-78, 81, 85, 86, 87, 96, 98, 99, 100, 101, 105, 109, 110, 111, 112, 117, 128, 130-134, 137, 140, 142, 144, 160-161, 163, 167, 169, 173, 184, 186-190, 240-241, 242-252, 259, 262-263, 266-267, 273, 282, 284, 294, 296, 300, 302, 304-306, 320-321, 323, 327
<ul style="list-style-type: none"> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> </ul>	<b>Student Book:</b> 23, 35, 47, 59, 79, 91, 103, 115, 127, 135, 183, 191
<ul style="list-style-type: none"> <li>analyzing the connections of relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	<b>Student Book:</b> 32, 53, 54, 78, 90, 126, 134, 147, 163, 185, 190
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</li> </ul>	<b>Student Book:</b> 17-22, 128-133, 134, 136-145, 160-163, 184-191, 242-251, 256, 320-327
<ul style="list-style-type: none"> <li>analyzing what genre specific characteristics have on the meaning of the work.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</li> </ul>	<b>Student Book:</b> 129, 136-145

## COMPETENCY GOAL 6

**The learner will apply conventions of application of grammar and language usage.**

Competency Objectives, Grade 7	ACCESS English
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>• using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.</li> </ul>	<p><b>Student Book:</b> 46, 60-69, 70-71, 115, 126, 146, 182, 212-213, 214, 222-224, 274-275, 276, 289, 293, 301, 329, 342</p>
<ul style="list-style-type: none"> <li>• using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<p><b>Student Book:</b> 35, 103, 147, 171, 172-183, 224, 228-239, 343</p>
<ul style="list-style-type: none"> <li>• applying the parts of speech to clarify language usage.</li> </ul>	<p><b>Student Book:</b> 62, 64, 71, 105-106, 107, 111, 113, 114-115, 116-125, 126, 172-183, 228-239, 290-299, 300-301, 344-353</p>
<ul style="list-style-type: none"> <li>• using pronouns correctly, including clear antecedents and correct case.</li> </ul>	<p><b>Student Book:</b> 180, 265, 289, 346-350, 355</p>
<ul style="list-style-type: none"> <li>• using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> </ul>	<p><b>Student Book:</b> 62, 65, 159, 227, 277, 294, 296-297, 351-352</p>
<ul style="list-style-type: none"> <li>• determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<p><b>Student Book:</b> 315, 347, 356-371</p>
<ul style="list-style-type: none"> <li>• extending vocabulary knowledge by learning and using new words.</li> </ul>	<p><b>Student Book:</b> 347</p>
<ul style="list-style-type: none"> <li>• determining when and where dialects and standard/nonstandard English usage are appropriate.</li> </ul>	<p><b>Student Book:</b> 315</p>
<ul style="list-style-type: none"> <li>• applying language conventions and usage during oral presentations.</li> </ul>	<p><b>Student Book:</b> 127, 171, 191</p>
<ul style="list-style-type: none"> <li>• choosing language that is precise, engaging, and well suited to the topic and audience.</li> </ul>	<p><b>Student Book:</b> 39, 275, 306</p>

Competency Objectives, Grade 7	ACCESS English
<ul style="list-style-type: none"> <li>experimenting with figurative language and speech patterns.</li> </ul>	<b>Student Book:</b> 57, 112-113, 190, 281
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> </ul>	<b>Student Book:</b> 59, 121-122, 146, 170, 182, 183, 212-213, 214, 224, 274-275, 287, 301, 331
<ul style="list-style-type: none"> <li>mastering proofreading symbols for editing.</li> </ul>	<b>Student Book:</b> 37, 44, 119, 126, 224, 274, 287, 334-335, 343
<ul style="list-style-type: none"> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> </ul>	<b>Student Book:</b> 37, 39, 45, 46, 47, 61, 65, 119, 120, 126, 146, 170, 212-213, 214, 224, 274-275, 276, 287, 329, 335
<ul style="list-style-type: none"> <li>listening to and monitoring self to correct errors.</li> </ul>	<b>Student Book:</b> 281



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**correlated to**  
**North Carolina English Language Arts**  
**Standard Course of Study and Grade Level Competencies**  
**Grade 8**

**COMPETENCY GOAL 1**

**The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

Competency Objectives, Grade 8	ACCESS English
1.01 Narrate a personal account which: <ul style="list-style-type: none"> <li>• creates a coherent, organizing structure appropriate to purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 135, 264, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• establishes a point of view and sharpens focus.</li> </ul>	<b>Student Book:</b> 99, 129, 135, 266-275, 277, 281, 288
<ul style="list-style-type: none"> <li>• uses remembered feelings.</li> </ul>	<b>Student Book:</b> 266-269, 270, 274-275, 277, 288
<ul style="list-style-type: none"> <li>• selects details that best illuminate the topic.</li> </ul>	<b>Student Book:</b> 82, 109-110, 135, 266-275, 277, 288
<ul style="list-style-type: none"> <li>• connects events to self/society.</li> </ul>	<b>Student Book:</b> 269, 270, 274-275
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Book:</b> 21, 22, 33
<ul style="list-style-type: none"> <li>• reviewing the characteristics of expressive works.</li> </ul>	<b>Student Book:</b> 17
<ul style="list-style-type: none"> <li>• determining the effect of literary devices and/or strategies on the reader/viewer/listener.</li> </ul>	<b>Student Book:</b> 19, 22
<ul style="list-style-type: none"> <li>• making connections between works, self, and related topics.</li> </ul>	<b>Student Book:</b> 18, 32, 49, 52-53, 54, 58

Competency Objectives, Grade 8	ACCESS English
<ul style="list-style-type: none"> <li>• drawing inferences.</li> </ul>	<b>Student Book:</b> 49-50, 56, 83, 89, 145
<ul style="list-style-type: none"> <li>• generating a learning log or journal.</li> </ul>	<b>Student Book:</b> 17, 27, 30, 31, 33, 49-50, 52-53, 58, 141, 143, 145, 270, 275
<ul style="list-style-type: none"> <li>• maintaining an annotated list of works that are read or viewed, including personal reactions.</li> </ul>	<b>Student Book:</b> 218-219, 225
<ul style="list-style-type: none"> <li>• taking an active role in and/or leading formal/informal book/media talks.</li> </ul>	<b>Student Book:</b> 134
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> <li>• shares personal reactions to questions raised.</li> </ul>	<b>Student Book:</b> 17, 22, 75, 78, 145, 147, 187, 190, 252, 277, 305, 306
<ul style="list-style-type: none"> <li>• gives reasons and cites examples from text in support of expressed opinions.</li> </ul>	<b>Student Book:</b> 55, 77, 145, 187, 252, 305, 330
<ul style="list-style-type: none"> <li>• clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.</li> </ul>	<b>Student Book:</b> 67, 75, 77, 78, 187, 190, 252, 305, 330
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> <li>• evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</li> </ul>	<b>Student Book:</b> 129, 147
<ul style="list-style-type: none"> <li>• appraising changes in self throughout the learning process.</li> </ul>	<b>Student Book:</b> 167
<ul style="list-style-type: none"> <li>• evaluating personal circumstances and background that shape interaction with text.</li> </ul>	<b>Student Book:</b> 16-17, 72-73, 128-129, 147, 184-185, 240-241, 302-303

## COMPETENCY GOAL 2

**The learner will use and evaluate information from a variety of sources.**

Competency Objectives, Grade 8	ACCESS English
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Book:</b> 78, 134, 142, 190, 196-201, 252-253
<ul style="list-style-type: none"> <li>• recognizing the characteristics of informational materials.</li> </ul>	<b>Student Book:</b> 105, 106, 108-109, 110, 138-139, 143, 153, 154, 156, 160, 164, 166, 168, 194-195, 196, 313, 314, 316
<ul style="list-style-type: none"> <li>• summarizing information.</li> </ul>	<b>Student Book:</b> 30, 46, 143, 149, 151, 155, 158, 197-198, 199-201, 220
<ul style="list-style-type: none"> <li>• determining the importance and accuracy of information.</li> </ul>	<b>Student Book:</b> 90-91, 151, 158, 214, 310-311, 319
<ul style="list-style-type: none"> <li>• making connections to related topics/information.</li> </ul>	<b>Student Book:</b> 18, 27, 32, 149, 151, 185, 190, 197, 206
<ul style="list-style-type: none"> <li>• drawing inferences and/or conclusions.</li> </ul>	<b>Student Book:</b> 78, 87-89, 145, 205, 206, 211, 257, 265
<ul style="list-style-type: none"> <li>• generating questions.</li> </ul>	<b>Student Book:</b> 142, 151, 156, 198, 219, 220-221, 226, 317
<ul style="list-style-type: none"> <li>• extending ideas.</li> </ul>	<b>Student Book:</b> 70, 142-145, 146, 226, 300
2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: <ul style="list-style-type: none"> <li>• determining purpose, audience, and context.</li> </ul>	<b>Student Book:</b> 217-219
<ul style="list-style-type: none"> <li>• understanding the focus.</li> </ul>	<b>Student Book:</b> 219
<ul style="list-style-type: none"> <li>• recognizing and/or choosing a relevant topic.</li> </ul>	<b>Student Book:</b> 217, 220, 227
<ul style="list-style-type: none"> <li>• recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>Write Source</i> .)

<b>Competency Objectives, Grade 8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.</li> </ul>	<b>Student Book:</b> 96-101, 156-157, 220-221
<ul style="list-style-type: none"> <li>researching and organizing information to achieve purpose.</li> </ul>	<b>Student Book:</b> 217-225
<ul style="list-style-type: none"> <li>using notes and/or memory aids to structure information.</li> </ul>	<b>Student Book:</b> 199-201, 220, 224, 226
<ul style="list-style-type: none"> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</li> </ul>	<b>Student Book:</b> 218-225
<ul style="list-style-type: none"> <li>noting and/or citing sources used.</li> </ul>	<b>Student Book:</b> 218, 225
<ul style="list-style-type: none"> <li>recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>Write Source</i> .)

### **COMPETENCY GOAL 3**

**The learner will continue to refine the understanding and use of argument.**

<b>Competency Objectives, Grade 8</b>	<b>ACCESS English</b>
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> </ul>	<b>Student Book:</b> 306, 325, 327
<ul style="list-style-type: none"> <li>analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.</li> </ul>	<b>Student Book:</b> 320-331
<ul style="list-style-type: none"> <li>identifying the social context of the argument.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>Write Source</i> .)
<ul style="list-style-type: none"> <li>recognizing the effects of bias, emotional factors, and/or semantic slanting.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>comparing the argument and counter-argument presented.</li> </ul>	<b>Student Book:</b> 320-331

Competency Objectives, Grade 8	ACCESS English
<ul style="list-style-type: none"> <li>identifying/evaluating the effectiveness of tone, style, and use of language.</li> </ul>	<b>Student Book:</b> 73, 78, 110, 306, 322
<ul style="list-style-type: none"> <li>evaluating the author’s purpose and stance.</li> </ul>	<b>Student Book:</b> 303, 307, 325
<ul style="list-style-type: none"> <li>making connections between works, self and related topics.</li> </ul>	<b>Student Book:</b> 303, 330, 331
<ul style="list-style-type: none"> <li>responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues, including those with a historical context).</li> </ul>	<b>Student Book:</b> 342
<p>3.02 Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> <li>evaluating problems and solutions within various texts and situations.</li> </ul>	<b>Student Book:</b> 320-329, 330
<ul style="list-style-type: none"> <li>utilizing the problem-solution process within various contexts/situations.</li> </ul>	<b>Student Book:</b> 320-329, 330
<ul style="list-style-type: none"> <li>constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> </ul>	<b>Student Book:</b> 212-213, 220-225
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience and context.</li> </ul>	<b>Student Book:</b> 206-207, 212-213
<p>3.03 Evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> <li>understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>arranging details, reasons, and examples effectively and persuasively.</li> </ul>	<b>Student Book:</b> 320-327

Competency Objectives, Grade 8	ACCESS English
<ul style="list-style-type: none"> <li>anticipating and addressing reader/listener concerns and counter-arguments.</li> </ul>	<b>Student Book:</b> 326-327, 328-329, 330
<ul style="list-style-type: none"> <li>recognizing and/or creating an organizing structure appropriate to purpose, audience and content.</li> </ul>	<b>Student Book:</b> 326, 328-329, 330

## COMPETENCY GOAL 4

**The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.**

Competency Objectives, Grade 8	ACCESS English
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> </ul>	<b>Student Book:</b> 306, 325, 327
<ul style="list-style-type: none"> <li>evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> </ul>	<b>Student Book:</b> 306-307, 322-323
<ul style="list-style-type: none"> <li>evaluating the underlying assumptions of the author/creator.</li> </ul>	<b>Student Book:</b> 322-323
<ul style="list-style-type: none"> <li>evaluating the effects of the author’s craft on the reader/listener/viewer.</li> </ul>	<b>Student Book:</b> 322-323
4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>using knowledge of language structure and literary or media techniques.</li> </ul>	<b>Student Book:</b> 320-327
<ul style="list-style-type: none"> <li>drawing conclusions based on evidence, reasons, or relevant information.</li> </ul>	<b>Student Book:</b> 56, 83, 91, 145, 207, 215
<ul style="list-style-type: none"> <li>considering the implications, consequences, or impact of those conclusions.</li> </ul>	<b>Student Book:</b> 56, 215
4.03 Use the stance of a critic to: <ul style="list-style-type: none"> <li>consider alternative points of view or reasons.</li> </ul>	<b>Student Book:</b> 326-329, 330, 354

Competency Objectives, Grade 8	ACCESS English
<ul style="list-style-type: none"> <li>remain fair-minded and open to other interpretations.</li> </ul>	<b>Student Book:</b> 326-327, 328, 330, 354
<ul style="list-style-type: none"> <li>constructing a critical response/review of a work/topic.</li> </ul>	<b>Student Book:</b> 328-329, 330

## COMPETENCY GOAL 5

**The learner will respond to various literary genres using interpretive and evaluative processes.**

Competency Objectives, Grade 8	ACCESS English
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by: <ul style="list-style-type: none"> <li>using effective reading strategies to match type of text.</li> </ul>	<b>Student Book:</b> 48-59, 136-145, 184-191, 192-201, 204-214, 308-317, 320-327
<ul style="list-style-type: none"> <li>reading self-selected literature and other materials of interest to the individual.</li> </ul>	<b>Student Book:</b> 28, 347
<ul style="list-style-type: none"> <li>reading literature and other materials selected by the teacher.</li> </ul>	<b>Student Book:</b> 74-79, 128-133, 184-191, 242-251, 304-305
<ul style="list-style-type: none"> <li>assuming a leadership role in student-teacher reading conferences.</li> </ul>	No specific lesson in the Student Book addresses this objective. (See <i>ACCESS English Teacher's Edition</i> .)
<ul style="list-style-type: none"> <li>leading small group discussions.</li> </ul>	<b>Student Book:</b> 22, 78, 134, 190, 306
<ul style="list-style-type: none"> <li>taking an active role in whole class seminars.</li> </ul>	<b>Student Book:</b> 17, 342, 354, 355
<ul style="list-style-type: none"> <li>analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.</li> </ul>	<b>Student Book:</b> 73, 78, 88, 126, 129, 134, 148, 241, 255, 256-257, 258-263, 264, 280-281, 283-285
<ul style="list-style-type: none"> <li>discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</li> </ul>	<b>Student Book:</b> 17, 22, 57, 112-113, 134, 190, 252, 281
<ul style="list-style-type: none"> <li>analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.</li> </ul>	<b>Student Book:</b> 18-21, 74-78, 81, 85, 86, 87, 96, 98, 99, 100, 101, 105, 109, 110, 111, 112, 117, 128, 130-134, 137, 140, 142, 144, 160-161, 163, 167, 169, 173, 184, 186-190, 240-241, 242-252, 259, 262-263, 266-267, 273, 282, 284, 294, 296, 300, 302, 304-306, 320-321, 323, 327

<b>Competency Objectives, Grade 8</b>	<b>ACCESS English</b>
<ul style="list-style-type: none"> <li>extending understanding by creating products for different purposes, different audiences and within various contexts.</li> </ul>	<b>Student Book:</b> 23, 35, 47, 59, 79, 91, 103, 115, 127, 135, 183, 191
<ul style="list-style-type: none"> <li>analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	<b>Student Book:</b> 32, 53, 54, 78, 90, 126, 134, 147, 163, 185, 190
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> <li>reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).</li> </ul>	<b>Student Book:</b> 17-22, 128-133, 134, 136-145, 160-163, 184-191, 242-251, 256, 320-327
<ul style="list-style-type: none"> <li>evaluating what impact genre-specific characteristics have on the meaning of the text.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>evaluating how the author’s choice and use of a genre shapes the meaning of the literary work.</li> </ul>	<b>Student Book:</b> 129, 134, 136-145
<ul style="list-style-type: none"> <li>evaluating what impact literary elements have on the meaning of the text.</li> </ul>	<b>Student Book:</b> 129, 136-145

## **COMPETENCY GOAL 6**

**The learner will apply conventions of grammar and language usage.**

<b>Competency Objectives, Grade 8</b>	<b>ACCESS English</b>
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.</li> </ul>	<b>Student Book:</b> 46, 60-69, 70-71, 115, 126, 146, 182, 212-213, 214, 222-224, 274-275, 276, 289, 293, 301, 329, 342
<ul style="list-style-type: none"> <li>using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> </ul>	<b>Student Book:</b> 35, 103, 147, 171, 172-183, 224, 228-239, 343
<ul style="list-style-type: none"> <li>applying the parts of speech to clarify language usage.</li> </ul>	<b>Student Book:</b> 62, 64, 71, 105-106, 107, 111, 113, 114-115, 116-125, 126, 172-183, 228-239, 290-299, 300-301, 344-353

Competency Objectives, Grade 8	ACCESS English
<ul style="list-style-type: none"> <li>using pronouns correctly, including clear antecedents and case.</li> </ul>	<b>Student Book:</b> 180, 265, 289, 346-350, 355
<ul style="list-style-type: none"> <li>using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)</li> </ul>	<b>Student Book:</b> 62, 65, 159, 227, 277, 294, 296-297, 351-352
<ul style="list-style-type: none"> <li>determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.</li> </ul>	<b>Student Book:</b> 315, 347, 356-371
<ul style="list-style-type: none"> <li>extending vocabulary knowledge by learning and using new words.</li> </ul>	<b>Student Book:</b> 347
<ul style="list-style-type: none"> <li>evaluating the use and power of dialects in standard/nonstandard English usage.</li> </ul>	<b>Student Book:</b> 315
<ul style="list-style-type: none"> <li>applying correct language conventions and usage during formal oral presentations.</li> </ul>	<b>Student Book:</b> 127, 171, 191
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> <li>using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.</li> </ul>	<b>Student Book:</b> 59, 121-122, 146, 170, 182, 183, 212-213, 214, 224, 274-275, 287, 301, 331
<ul style="list-style-type: none"> <li>producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> </ul>	<b>Student Book:</b> 37, 39, 45, 46, 47, 61, 65, 119, 120, 126, 146, 170, 212-213, 214, 224, 274-275, 276, 287, 329, 335
<ul style="list-style-type: none"> <li>self correcting errors in everyday speech.</li> </ul>	<b>Student Book:</b> 281
<ul style="list-style-type: none"> <li>independently practicing formal oral presentations.</li> </ul>	<b>Student Book:</b> 23, 47, 59, 91, 103, 115, 147, 183, 253, 319, 343



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