

DAYBOOKS OF CRITICAL READING & WRITING

Grades 6-8

correlated to

North Carolina

English Language Arts

Standard Course of Study and Grade Level Competencies



EDUCATION GROUP



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 correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 6

COMPETENCY GOAL 1

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

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. 	Student Book: 46, 54, 218
<ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. 	Student Book: 17, 46, 54, 218
<ul style="list-style-type: none"> • uses remembered feelings and specific details. 	Student Book: 16-17, 46, 54, 218
1.02 Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 13, 16, 217
<ul style="list-style-type: none"> • analyzing the characteristics of expressive works. 	Student Book: 18-19, 217
<ul style="list-style-type: none"> • determining the effect of literary devices and/or strategies on the reader/viewer/listener. 	Student Book: 18-19
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 16-17, 35, 54
<ul style="list-style-type: none"> • comparing and/or contrasting information. 	Student Book: 93-94

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Book: 61
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Student Book: 33-35
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 17, 32
<ul style="list-style-type: none"> creating an artistic interpretation that connects self to the work. 	Student Book: 89, 91-92, 94, 97-98
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> describing personal learning growth and changes in perspective. 	Student Book: 54, 218
<ul style="list-style-type: none"> identifying changes in self throughout the learning process. 	Student Book: 54, 218
<ul style="list-style-type: none"> interpreting how personal circumstances and background shape interaction with text. 	Student Book: 54, 102, 218

COMPETENCY GOAL 2

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

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 130, 149-150
<ul style="list-style-type: none"> studying the characteristics of informational works. 	Student Book: 130-131, 141-142
<ul style="list-style-type: none"> restating and summarizing information. 	Student Book: 139-140, 146-147, 149
<ul style="list-style-type: none"> determining the importance and accuracy of information. 	Student Book: 134-135, 137, 149-150
<ul style="list-style-type: none"> making connections between works, self and related topics/information. 	Student Book: 118

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Book: 141, 155-158
<ul style="list-style-type: none"> generating questions. 	Student Book: 118, 120

COMPETENCY GOAL 3

The learner will examine the foundations and the use of argument.

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> monitoring comprehension for understanding what is read, heard, and/or viewed. 	Student Book: 89, 93, 198
<ul style="list-style-type: none"> analyzing the characteristics of argumentative works. 	Student Book: 87, 90, 93, 95, 97, 198
<ul style="list-style-type: none"> determining the importance of author's word choice and focus. 	Student Book: 89, 90
<ul style="list-style-type: none"> summarizing the author's purpose and stance. 	Student Book: 88-90, 97, 98
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Book: 91-92, 197, 199
<ul style="list-style-type: none"> drawing inferences. 	Student Book: 202
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials and school and community policies). 	Student Book: 97
<ul style="list-style-type: none"> distinguishing between fact and opinion. 	Student Book: 95, 198-199
3.02 Explore the problem solution process by: <ul style="list-style-type: none"> 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. 	Student Book: 104

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<ul style="list-style-type: none"> preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	Student Book: 105
3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> 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. 	Student Book: 96-97, 198
<ul style="list-style-type: none"> preparing individual and/or group essays and presentations that use evaluative techniques. 	Student Book: 97

COMPETENCY GOAL 4

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

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 37, 97, 193
<ul style="list-style-type: none"> exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Book: 190, 195-197
<ul style="list-style-type: none"> identifying and exploring the underlying assumptions of the author/creator. 	Student Book: 190
<ul style="list-style-type: none"> analyzing the effects of author's craft on the reader/viewer/listener. 	Student Book: 18-19, 73-77, 190, 194
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"> using knowledge of language structure and literary or media techniques. 	Student Book: 18-19, 82, 190
<ul style="list-style-type: none"> drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 190

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<ul style="list-style-type: none"> considering the implications, consequences, or impact of those conclusions. 	Student Book: 190
4.03 Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> considering alternative points of view or reasons. 	Student Book: 96-97, 194
<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	Student Book: 97-97, 194
<ul style="list-style-type: none"> creating a critical response/review of a work/topic. 	Student Book: 82, 96-97, 194

COMPETENCY GOAL 5

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

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by: <ul style="list-style-type: none"> using effective reading strategies to match type of text. 	Student Book: 10-11, 14, 25, 26, 29, 117, 121, 129-142
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	Student Book: 10-12, 14-15, 20-21, 22-23, 26-31, 33-34, 40, 42-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 84, 88, 109-111, 127, 131-132, 148, 151-152, 155-157, 165-167, 195-196
<ul style="list-style-type: none"> discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. 	Student Book: 74-78, 79-80, 84-86, 165-167
<ul style="list-style-type: none"> interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. 	Student Book: 42-43, 45-46, 47-52, 53-54, 55-70
<ul style="list-style-type: none"> recognizing underlying messages in order to identify recurring theme(s) within and across works. 	Student Book: 53-54
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	Student Book: 46, 71-72

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
<ul style="list-style-type: none"> exploring relationships between and among characters, ideas, concepts and/or experiences. 	Student Book: 46, 71-72
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). 	Student Book: 10-12, 14-15, 20-21, 22-23, 26-31, 33-34, 40, 42-46, 48-51, 56-57, 60-61, 63-64, 66-67, 69-70, 84, 88, 109-111, 127, 131-132, 148, 151-152, 155-157, 165-167, 195-196
<ul style="list-style-type: none"> interpreting what impact genre-specific characteristics have on the meaning of the work. 	Student Book: 37
<ul style="list-style-type: none"> exploring how the author’s choice and use of a genre shapes the meaning of the literary work. 	Student Book: 37
<ul style="list-style-type: none"> exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 	Student Book: 40-41

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 6	Daybook of Critical Reading and Writing, Grade 6
6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> 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. 	Student Book: 123-125, 126-128
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	Student Book: 123-125, 126-128

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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	Daybook of Critical Reading and Writing, Grade 7
1.01 Narrate an expressive account which: <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. 	Student Book: 136-139, 142-144
<ul style="list-style-type: none"> • orients the reader/listener to the scene, the people, and the events. 	Student Book: 40-44, 48-50, 206-207, 208-211
<ul style="list-style-type: none"> • engages the reader/listener by establishing a context and creating a point of view. 	Student Book: 45-47, 54-57
<ul style="list-style-type: none"> • establishes the significance of events. 	Student Book: 48-50, 208-211
1.02 Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 49-50, 56-57, 59, 207, 211
<ul style="list-style-type: none"> • summarizing the characteristics of expressive works. 	Student Book: 50, 111, 215
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/viewer. 	Student Book: 70-71, 75-80
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 13, 15, 25, 28, 101, 110, 120, 127, 138, 156

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<ul style="list-style-type: none"> comparing and/or contrasting information. 	Student Book: 61, 64-65, 112, 127
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Book: 19, 31, 52, 103, 118-121, 140-141, 144, 215
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Student Book: 32-34, 132
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 15, 128, 174
<ul style="list-style-type: none"> creating an artistic interpretation that connects self and/or society to the selection. 	Student Book: 15, 81, 127, 128
<ul style="list-style-type: none"> constructing and presenting book/media reviews. 	Student Book: 126
1.03 Interact in group settings by: <ul style="list-style-type: none"> responding appropriately to comments and questions. 	Student Book: 121, 124, 181
<ul style="list-style-type: none"> offering personal opinions confidently without dominating. 	Student Book: 121, 124, 181
<ul style="list-style-type: none"> giving appropriate reasons that support opinions. 	Student Book: 121, 124, 181
<ul style="list-style-type: none"> soliciting and respecting another person's opinion 	Student Book: 121
1.04 Reflect on learning experiences by: 1.05 <ul style="list-style-type: none"> determining how personal circumstances and background shape interaction with text. 	Student Book: 13-15, 127-128

COMPETENCY GOAL 2

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

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 35, 132, 135
<ul style="list-style-type: none"> • analyzing the characteristics of informational works. 	Student Book: 35, 91, 142-144
<ul style="list-style-type: none"> • summarizing information. 	Student Book: 34, 35, 132
<ul style="list-style-type: none"> • determining the importance of information. 	Student Book: 34, 35, 132
<ul style="list-style-type: none"> • making connections to related topics/information. 	Student Book: 138
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Student Book: 31-33, 35, 140-141, 144
<ul style="list-style-type: none"> • generating questions. 	Student Book: 34, 131, 136

COMPETENCY GOAL 3

The learner will refine the understanding and use of argument.

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 85, 93, 192
<ul style="list-style-type: none"> • identifying the arguments and positions stated or implied and the evidence used to support them. 	Student Book: 85, 89-91, 193-194
<ul style="list-style-type: none"> • recognizing bias, emotional factors, and/or semantic slanting. 	Student Book: 195, 197, 198-199

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<ul style="list-style-type: none"> examining the effectiveness of style, tone, and use of language. 	Student Book: 195, 197, 198-199, 200-202
<ul style="list-style-type: none"> summarizing the author’s purpose and stance. 	Student Book: 85, 193
<ul style="list-style-type: none"> examining the importance and impact of establishing a position or point-of-view. 	Student Book: 83-84, 146-149, 190-192
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Book: 86, 91, 94
<ul style="list-style-type: none"> drawing inferences. 	Student Book: 140-141
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues). 	Student Book: 87-88, 94, 193-194, 196-197
<p>3.02 Explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> studying problems and solutions within various texts and situations. 	Student Book: 146-149, 150-152, 157
<ul style="list-style-type: none"> utilizing the problem-solution process within various contexts/situations. 	Student Book: 148-149, 157
<ul style="list-style-type: none"> constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. 	Student Book: 148-149, 157
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 140-141
<p>3.03 Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> understanding the importance of establishing a firm judgment. 	Student Book: 88, 94, 96, 193-194
<ul style="list-style-type: none"> justifying the judgment with logical, relevant reasons, clear examples, and supporting details. 	Student Book: 88, 91, 96

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<ul style="list-style-type: none"> creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 96, 193-194

COMPETENCY GOAL 4

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

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 59, 84, 85, 93, 111, 112
<ul style="list-style-type: none"> examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Book: 197, 198, 199
<ul style="list-style-type: none"> exploring and evaluating the underlying assumptions of the author/creator. 	Student Book: 59, 111, 112
<ul style="list-style-type: none"> understanding the effects of author's craft on the reader/viewer/listener. 	Student Book: 196, 199, 200-202
4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> using knowledge of language structure and literary or media techniques. 	Student Book: 70-71, 105-107, 180-181
<ul style="list-style-type: none"> drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 31-33, 35, 140-141, 144
<ul style="list-style-type: none"> considering the implications, consequences, or impact of those conclusions. 	Student Book: 140-141, 144
4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> considering and presenting alternative points of view or reasons. 	Student Book: 92, 93, 94, 96
<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	Student Book: 96

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
<ul style="list-style-type: none"> creating a critical response/review of a work/topic. 	Student Book: 35, 106, 125, 126

COMPETENCY GOAL 5

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

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> using effective reading strategies to match type of text. 	Student Book: 10-13, 16, 27-28, 31-32, 36, 57, 61
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	Student Book: 11-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 105, 108, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155, 162-163, 168-170, 172, 176, 178, 185, 190-191, 195-196, 198-201, 204-207, 208-210, 212-214
<ul style="list-style-type: none"> engaging in small group discussions. 	Student Book: 75, 121, 181
<ul style="list-style-type: none"> analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. 	Student Book: 75-80, 185-188
<ul style="list-style-type: none"> analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	Student Book: 40-42, 43-44, 45-47, 48-50, 51-52, 108-110, 161-165, 204-205, 208-211
<ul style="list-style-type: none"> analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. 	Student Book: 108-110, 215
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	Student Book: 95-96
<ul style="list-style-type: none"> analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	Student Book: 43-44, 51, 118-121, 122-124

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). 	Student Book: 11-14, 16-18, 20-21, 24-25, 28-29, 32-33, 36, 40-44, 45-46, 48-49, 54-56, 58-59, 62-63, 70, 73, 75, 77-80, 84-85, 89-90, 92-93, 98-100, 102-103, 105, 108, 114-116, 118-120, 122-123, 125, 130-131, 133-134, 136-138, 142-143, 146-147, 150-151, 153, 155, 162-163, 168-170, 172, 176, 178, 185, 190-191, 195-196, 198-201, 204-207, 208-210, 212-214
<ul style="list-style-type: none"> analyzing what genre specific characteristics have on the meaning of the work. 	Student Book: 182-183
<ul style="list-style-type: none"> analyzing how the author’s choice and use of a genre shapes the meaning of the literary work. 	Student Book: 174, 182-183
<ul style="list-style-type: none"> analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution. 	Student Book: 40-42

COMPETENCY GOAL 6

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

Competency Objectives, Grade 7	Daybook of Critical Reading and Writing, Grade 7
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> choosing language that is precise, engaging, and well suited to the topic and audience. 	Student Book: 70-74, 95-96, 105-107, 183-184
<ul style="list-style-type: none"> experimenting with figurative language and speech patterns. 	Student Book: 75-80, 183-184, 185-188

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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	Daybook of Critical Reading and Writing, Grade 8
1.01 Narrate a personal account which: <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. 	Student Book: 116, 155
<ul style="list-style-type: none"> • establishes a point of view and sharpens focus. 	Student Book: 116, 154-155
<ul style="list-style-type: none"> • uses remembered feelings. 	Student Book: 116, 155
<ul style="list-style-type: none"> • selects details that best illuminate the topic. 	Student Book: 116, 155
<ul style="list-style-type: none"> • connects events to self/society. 	Student Book: 116, 154-155, 158
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 113, 150, 158
<ul style="list-style-type: none"> • reviewing the characteristics of expressive works. 	Student Book: 112, 114, 148, 151, 155
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/listener. 	Student Book: 112-115, 161-163
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 154-155, 158

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<ul style="list-style-type: none"> drawing inferences. 	Student Book: 115, 151, 156-159
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 54, 116, 190
<ul style="list-style-type: none"> taking an active role in and/or leading formal/informal book/media talks. 	Student Book: 12
1.03 Interact in group activities and/or seminars in which the student: <ul style="list-style-type: none"> shares personal reactions to questions raised. 	Student Book: 12
<ul style="list-style-type: none"> gives reasons and cites examples from text in support of expressed opinions. 	Student Book: 12
<ul style="list-style-type: none"> clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	Student Book: 12
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. 	Student Book: 114-116
<ul style="list-style-type: none"> evaluating personal circumstances and background that shape interaction with text. 	Student Book: 13-14, 54, 116, 132

COMPETENCY GOAL 2

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

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 119, 135, 137, 139, 140, 142
<ul style="list-style-type: none"> • recognizing the characteristics of informational materials. 	Student Book: 118-119, 138, 140-141, 144-145
<ul style="list-style-type: none"> • summarizing information. 	Student Book: 119-120, 137, 140, 146
<ul style="list-style-type: none"> • determining the importance and accuracy of information. 	Student Book: 119, 136, 140, 146
<ul style="list-style-type: none"> • making connections to related topics/information. 	Student Book: 135
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Student Book: 139
<ul style="list-style-type: none"> • generating questions. 	Student Book: 137
<ul style="list-style-type: none"> • extending ideas. 	Student Book: 135-137, 143
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"> • determining purpose, audience, and context. 	Student Book: 136, 146
<ul style="list-style-type: none"> • understanding the focus. 	Student Book: 146
<ul style="list-style-type: none"> • recognizing and/or choosing a relevant topic. 	Student Book: 136, 146
<ul style="list-style-type: none"> • recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. 	Student Book: 136

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<ul style="list-style-type: none"> evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	Student Book: 136, 146
<ul style="list-style-type: none"> researching and organizing information to achieve purpose. 	Student Book: 144-146
<ul style="list-style-type: none"> using notes and/or memory aids to structure information. 	Student Book: 136, 146
<ul style="list-style-type: none"> supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. 	Student Book: 146
<ul style="list-style-type: none"> recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	Student Book: 141-143

COMPETENCY GOAL 3

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

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 90, 95, 199, 201
<ul style="list-style-type: none"> analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. 	Student Book: 90-92, 95, 199
<ul style="list-style-type: none"> identifying the social context of the argument. 	Student Book: 91-92
<ul style="list-style-type: none"> recognizing the effects of bias, emotional factors, and/or semantic slanting. 	Student Book: 100-101
<ul style="list-style-type: none"> comparing the argument and counter-argument presented. 	Student Book: 93, 95

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<ul style="list-style-type: none"> identifying/evaluating the effectiveness of tone, style, and use of language. 	Student Book: 99
<ul style="list-style-type: none"> evaluating the author’s purpose and stance. 	Student Book: 90, 95, 99, 199
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Book: 94, 95, 98, 116
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context). 	Student Book: 94
<p>3.02 Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> evaluating problems and solutions within various texts and situations. 	Student Book: 131
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 93, 102, 202
<p>3.03 Evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. 	Student Book: 93, 102, 202
<ul style="list-style-type: none"> noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. 	Student Book: 202
<ul style="list-style-type: none"> arranging details, reasons, and examples effectively and persuasively. 	Student Book: 102, 202
<ul style="list-style-type: none"> anticipating and addressing reader/listener concerns and counterarguments. 	Student Book: 93, 102
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 93, 102, 202

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	Daybook of Critical Reading and Writing, Grade 8
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 57, 59, 158, 160
<ul style="list-style-type: none"> • evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Book: 100-101
<ul style="list-style-type: none"> • evaluating the underlying assumptions of the author/creator. 	Student Book: 156-159
<ul style="list-style-type: none"> • evaluating the effects of author’s craft on the reader/viewer/listener. 	Student Book: 15-16
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"> • using knowledge of language structure and literary or media techniques. 	Student Book: 15-16, 163, 177
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 176-177
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Book: 177
4.03 Use the stance of a critic to: <ul style="list-style-type: none"> • consider alternative points of view or reasons. 	Student Book: 102, 122, 125, 190
<ul style="list-style-type: none"> • remain fair-minded and open to other interpretations. 	Student Book: 122, 125, 190
<ul style="list-style-type: none"> • constructing a critical response/view of a work/topic. 	Student Book: 125, 128

COMPETENCY GOAL 5

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

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. 	<p>Student Book: 10-11, 13, 37, 40, 118, 138, 148, 155-156, 183</p>
<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	<p>Student Book: 11, 13, 15, 17-19, 20-21, 24-30, 32-34, 37, 40-45, 49-50, 60-61, 63-65, 70, 78-81, 83-85, 88-89, 93-94, 96-98, 104-105, 112, 114-115, 118-119, 126-131, 138-139, 148-149, 151-153, 156-158, 162-163, 167-168, 188, 191-194, 204-209</p>
<ul style="list-style-type: none"> • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. 	<p>Student Book: 40-42, 43-46, 49-51, 78-82, 162-166</p>
<ul style="list-style-type: none"> • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. 	<p>Student Book: 70-74, 83-86</p>
<ul style="list-style-type: none"> • analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. 	<p>Student Book: 53-62, 67-68</p>
<ul style="list-style-type: none"> • extending understanding by creating products for different purposes, different audiences, and within various contexts. 	<p>Student Book: 54, 68</p>
<ul style="list-style-type: none"> • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Book: 31, 56-57, 66, 85</p>
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). 	<p>Student Book: 11, 13, 15, 17-19, 20-21, 24-30, 32-34, 37, 40-45, 49-50, 60-61, 63-65, 70, 78-81, 83-85, 88-89, 93-94, 96-98, 104-105, 112, 114-115, 118-119, 126-131, 138-139, 148-149, 151-153, 156-158, 162-163, 167-168, 188, 191-194, 204-209</p>
<ul style="list-style-type: none"> • evaluating what impact genre-specific characteristics have on the meaning of the text. 	<p>Student Book: 167-169, 172-173</p>

Competency Objectives, Grade 8	Daybook of Critical Reading and Writing, Grade 8
<ul style="list-style-type: none"> • evaluating how the author’s choice and use of a genre shapes the meaning of the literary work. 	<p>Student Book: 166-169, 172-173</p>
<ul style="list-style-type: none"> • evaluating what impact literary elements have on the meaning of the text. 	<p>Student Book: 15, 16, 162-165, 167-169, 172-173</p>



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