

READER'S HANDBOOK

Grades 3-12

correlated to

North Carolina

English Language Arts Standard Course of Study and Grade Level Competencies



EDUCATION GROUP



A Houghton Mifflin Company

YOUR NORTH CAROLINA GREAT SOURCE REPRESENTATIVES

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Reader's Handbook © 2004
 correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 3

COMPETENCY GOAL 1

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

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	Student Handbook: 74-85, 109, 428-430, 438-439 Teacher's Guide: 134-145, 146-157, 170-177 Student Applications Book: 30-37, 206-237
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	Student Handbook: 83-85, 109, 438-439 Teacher's Guide: 148-149 Student Applications Book: 35-37, 227-228, 233
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	Student Handbook: 98-104 Teacher's Guide: 134-145, 146-157, 170-177 Student Applications Book: 45-47
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:	Student Handbook: 94, 109 Teacher's Guide: 157, 162, 173, 175, 181
<ul style="list-style-type: none"> • wide reading. 	
<ul style="list-style-type: none"> • word study. 	Student Handbook: 90-94 Teacher's Guide: 134, 141, 141-143, 145, 148-149, 150-151, 152-153, 154-155, 158, 160-161, 162-163, 169, 172, 174-175, 176-176, 181 Student Applications Book: 204-239
<ul style="list-style-type: none"> • discussion. 	Student Handbook: 93 Teacher's Guide: 146, 172, 175 Student Applications Book: 42

Competency Objectives, Grade 3		Reader's Handbook, Grade 3
	<ul style="list-style-type: none"> • book talks. 	Teacher's Guide: 174, 175
	<ul style="list-style-type: none"> • viewing. 	Teacher's Guide: 166, 176
	<ul style="list-style-type: none"> • role play. 	Teacher's Guide: 176
	<ul style="list-style-type: none"> • studying author's craft. 	Student Handbook: 298-301, 346
1.05	Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	Student Handbook: 91, 95-97 Teacher's Guide: 164-165, 166-167, 169 Student Applications Book: 43-44
1.06	Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. 	Student Handbook: 26-27, 65, 94, 109 Teacher's Guide: 114-115 Student Applications Book: 24-26
	<ul style="list-style-type: none"> • build background knowledge. 	Student Handbook: 26-27, 65, 94, 109, 166-173 Teacher's Guide: 33, 114-115 Student Applications Book: 24-26
	<ul style="list-style-type: none"> • extend vocabulary. 	Student Handbook: 65, 94, 109 Teacher's Guide: 114-115, 157, 162, 173, 175, 181 Student Applications Book: 24-26

COMPETENCY GOAL 2

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

Competency Objectives, Grade 3		Reader's Handbook, Grade 3
2.01	Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	Student Handbook: 32-43, 44-71 Teacher's Guide: 50-61, 64-73, 74-85, 86-97, 100-109 Student Applications Book: 13-14, 15-16, 17-18, 19-21, 22-23

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
<p>2.02 Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> • setting a purpose. 	<p>Student Handbook: 34, 37, 143, 147, 155, 159, 167, 170, 175, 208, 215, 223, 229, 235, 239, 271, 283, 287, 295, 298</p> <p>Teacher's Guide: 42-42, 54-55, 244, 256, 304, 316, 328, 352, 364, 412, 424</p> <p>Student Applications Book: 12, 67, 75, 83, 88, 102, 112, 121, 137, 147</p>
<ul style="list-style-type: none"> • previewing the text. 	<p>Student Handbook: 35, 67, 143, 155, 175, 208, 223, 235, 271, 283, 295</p> <p>Teacher's Guide: 44-45, 244, 256, 304, 316, 328, 352, 365, 413, 424</p> <p>Student Applications Book: 12, 27, 68, 76, 89, 103, 113, 122, 138, 148</p>
<ul style="list-style-type: none"> • making predictions. 	<p>Student Handbook: 46-47, 61</p> <p>Teacher's Guide: 76-79, 105</p> <p>Student Applications Book: 17</p>
<ul style="list-style-type: none"> • asking questions. 	<p>Student Handbook: 38, 58</p> <p>Teacher's Guide: 53, 55, 102</p> <p>Student Applications Book: 67, 73, 75</p>
<ul style="list-style-type: none"> • locating information for specific purposes. 	<p>Student Handbook: 142-153, 154-165, 166-173, 174-180</p> <p>Teacher's Guide: 188-191, 194-205, 268-273, 274-275, 278-283</p> <p>Student Applications Book: 67-73, 83-87</p>
<ul style="list-style-type: none"> • making connections. 	<p>Student Handbook: 38, 57, 150, 163, 218, 231, 243, 278, 291, 302</p> <p>Teacher's Guide: 56-59, 249-261, 309, 321, 333, 357, 369, 417, 429</p> <p>Student Applications Book: 72, 80, 109, 118-119, 128, 143</p>
<ul style="list-style-type: none"> • using story structure and text organization to comprehend. 	<p>Student Handbook: 129-139, 306-311, 420-421</p> <p>Teacher's Guide: 218, 220-221, 222-223, 224-225, 226-227, 229</p>

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
2.03 Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). 	Student Handbook: 272-273, 277, 278, 284-285, 288, 289, 291, 307, 308, 309, 310, 311, 314, 315, 316, 317, 321, 322, 323, 324 Teacher's Guide: 354, 364 Student Applications Book: 139-140, 150-151, 159, 160, 161, 163, 164, 165, 166, 167, 168, 181-182
<ul style="list-style-type: none"> • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). 	Student Handbook: 144-145, 148, 150, 152, 156-157, 159, 160, 161, 162, 164, 168 Teacher's Guide: 246, 258, 274 Student Applications Book: 69-70, 79-80, 84, 87
<ul style="list-style-type: none"> • poetry (proverbs, riddles, limericks, simple poems). 	Student Handbook: 296, 299, 300, 302, 304 Teacher's Guide: 414 Student Applications Book: 169, 170, 173, 178
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • author's purpose. 	Student Handbook: 271, 279, 318, 347 Teacher's Guide: 356, 358, 382-383 Student Applications Book: 145, 160
<ul style="list-style-type: none"> • plot. 	Student Handbook: 281, 287, 290, 306-312, 338-339 Teacher's Guide: 366, 376-379 Student Applications Book: 149, 156-158
<ul style="list-style-type: none"> • conflict. 	Student Handbook: 308, 310, 339 Teacher's Guide: 366, 378-379 Student Applications Book: 157
<ul style="list-style-type: none"> • sequence. 	Student Handbook: 130-131, 309-311, 338-339 Teacher's Guide: 222-223, 366, 376-379 Student Applications Book: 156-158
<ul style="list-style-type: none"> • resolution. 	Student Handbook: 311, 339 Teacher's Guide: 366, 378-379 Student Applications Book: 158
<ul style="list-style-type: none"> • lesson and/or message. 	Student Handbook: 271, 279, 318, 347 Teacher's Guide: 356, 358, 382-383 Student Applications Book: 145, 160

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
<ul style="list-style-type: none"> main idea and supporting details. 	<p>Student Handbook: 116-123, 149, 152, 197, 202-203, 415</p> <p>Teacher's Guide: 194-205</p> <p>Student Applications Book: 53-56, 72, 74</p>
<ul style="list-style-type: none"> cause and effect. 	<p>Student Handbook: 136, 162, 230</p> <p>Teacher's Guide: 232-235</p> <p>Student Applications Book: 64-65, 78, 118</p>
<ul style="list-style-type: none"> fact and opinion. 	<p>Student Handbook: 195</p> <p>Teacher's Guide: 296-297</p> <p>Student Applications Book: 99</p>
<ul style="list-style-type: none"> point of view (author and character). 	<p>Student Handbook: 334-335</p> <p>Teacher's Guide: 402-403</p> <p>Student Applications Book: 168</p>
<ul style="list-style-type: none"> author's use of figurative language (e.g., simile, metaphor, imagery). 	<p>Student Handbook: 301, 331, 332, 337, 344</p> <p>Teacher's Guide: 400-401, 404-405</p> <p>Student Applications Book: 166, 170, 176</p>
<p>2.05 Draw conclusions, make generalizations, and gather support by referencing the text.</p>	<p>Student Handbook: 50-51, 71, 149, 367</p> <p>Teacher's Guide: 80-83, 88-89</p> <p>Student Applications Book: 19, 72</p>
<p>2.06 Summarize main idea(s) from written or spoken texts using succinct language.</p>	<p>Student Handbook: 146, 153, 275, 281, 398-399, 403</p> <p>Teacher's Guide: 194-205</p> <p>Student Applications Book: 74, 141</p>
<p>2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p>	<p>Student Handbook: 166-173</p> <p>Teacher's Guide: 269</p> <p>Student Applications Book: 83-86</p>

COMPETENCY GOAL 3

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

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • considering the differences among genres. 	Student Handbook: 154, 270, 330, 340
<ul style="list-style-type: none"> • relating plot, setting, and characters to own experiences and ideas. 	Student Handbook: 278, 291 Teacher's Guide: 357, 369 Student Applications Book: 143, 153
<ul style="list-style-type: none"> • considering main character's point of view. 	Student Handbook: 288, 315-319 Teacher's Guide: 373, 389 Student Applications Book: 162
<ul style="list-style-type: none"> • making inferences and drawing conclusions about characters and events. 	Student Handbook: 48-49, 50-51, 71, 149, 357 Teacher's Guide: 80-83, 88-89, 260, 367 Student Applications Book: 152, 161
<ul style="list-style-type: none"> • reflecting on learning, gaining new insights, and identifying areas for further study. 	Student Handbook: 39, 151, 164, 279, 292, 303 Teacher's Guide: 262, 358, 370 Student Applications Book: 144, 154, 177
3.02 Identify and discuss similarities and differences in events, characters, concepts, and ideas within and across selections and support them by referencing the text.	Student Handbook: 309-312, 317-319 Teacher's Guide: 91, 390-391 Student Applications Book: 163
3.03 Use text and own experiences to verify facts, concepts, and ideas.	Student Handbook: 38, 150, 163, 218, 231, 243, 278, 291, 302 Teacher's Guide: 56-59, 249, 261, 309, 321, 357, 369, 417 Student Applications Book: 14, 72, 80, 109, 118-119, 128, 143, 177
3.04 Make informed judgments about television productions.	Teacher's Guide: 93

Competency Objectives, Grade 3		Reader's Handbook, Grade 3
3.05	Analyze, compare, and contrast printed and visual information (e.g., graphs, charts, maps).	Student Handbook: 181-187, 189, 190, 192, 196, 198, 199, 200 Teacher's Guide: 284-289 Student Applications Book: 92-95, 96, 97, 98
3.06	Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	Student Handbook: 166-173, 174-180 Teacher's Guide: 265, 268-269, 277, 287, 289 Student Applications Book: 83-86

COMPETENCY GOAL 4

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

Competency Objectives, Grade 3		Reader's Handbook, Grade 3
4.01	Read aloud grade-appropriate text with fluency, comprehension, and expression.	Student Handbook: 68-71 Teacher's Guide: 122-133 Student Applications Book: 28-29
4.02	Use oral and written language to: <ul style="list-style-type: none"> • present information in a sequenced, logical manner. 	Student Handbook: 379 Teacher's Guide: 73, 76, 95, 193, 205, 223, 237, 263, 285, 301, 317, 386, 395, 448-449, 451 Student Applications Book: 12, 63, 87, 117
	<ul style="list-style-type: none"> • discuss. 	Teacher's Guide: 26, 28, 29, 40, 52, 54, 67, 76, 103, 105, 112, 113, 115, 145, 175, 188, 199, 220, 221, 256, 261, 272, 273, 289, 313, 314, 318, 337, 341, 349, 359, 369, 379, 392, 400, 425, 426, 441, 445, 446 Student Applications Book: 80, 82, 141, 143, 153, 160
	<ul style="list-style-type: none"> • sustain conversation on a topic. 	Teacher's Guide: 52, 54, 67, 261, 272, 359, 400, 434, 446
	<ul style="list-style-type: none"> • share information and ideas. 	Teacher's Guide: 37, 58, 67, 83, 88, 101, 173, 193, 243, 254, 257, 259, 297, 321, 352, 357, 362, 391, 395, 394, 400, 405 Student Applications Book: 80, 111, 143
	<ul style="list-style-type: none"> • recount or narrate. 	Teacher's Guide: 70, 76, 126, 355, 366, 370, 373, 385 Student Applications Book: 6, 13, 15, 57, 82, 157

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
<ul style="list-style-type: none"> answer open-ended questions. 	<p>Student Handbook: 256-258</p> <p>Teacher's Guide: 29, 33, 44, 244, 341, 347, 349, 359, 369, 379, 413, 418, 422, 433</p> <p>Student Applications Book: 8, 111, 153, 160</p>
<ul style="list-style-type: none"> report information on a topic. 	<p>Teacher's Guide: 243, 245, 253, 265, 277, 289, 297, 337, 457</p> <p>Student Applications Book: 74, 81, 85-86, 91, 99, 109, 110, 119, 120</p>
<ul style="list-style-type: none"> explain own learning. 	<p>Teacher's Guide: 41, 49, 53, 55, 66, 77, 85, 105, 115, 117, 127, 199, 217, 230, 251, 295, 311, 349, 377, 410, 413, 417, 419, 443</p> <p>Student Applications Book: 7, 8, 14, 16, 72, 93, 95, 99, 109, 110, 119, 120</p>
<p>4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).</p>	<p>Teacher's Guide: 237, 265, 303, 355, 385, 394, 405, 410</p>
<p>4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p>	<p>Student Handbook: 290, 379, 382, 407-426</p> <p>Teacher's Guide: 95, 193, 205, 237, 265, 355, 370, 385, 448-451</p> <p>Student Applications Book: 83-86, 197-198</p>
<p>4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.</p>	<p>Student Applications Book: 83-86, 197-198</p>
<p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p>	<p>Student Handbook: 379, 382</p> <p>Teacher's Guide: 95, 193, 205, 237, 265, 385, 448-451</p> <p>Student Applications Book: 83-86, 197-198</p>
<p>4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p>	<p>Teacher's Guide: 28, 265, 370, 385, 405, 421, 451</p> <p>Student Applications Book: 83-86, 93, 95, 111, 157, 196-198</p>
<p>4.08 Focus reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> clarifying ideas. 	<p>Student Handbook: 381</p> <p>Teacher's Guide: 451</p>
<ul style="list-style-type: none"> adding descriptive words and phrases. 	<p>Teacher's Guide: 211</p>

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	Teacher's Guide: 254, 370 Student Applications Book: 83-86

COMPETENCY GOAL 5

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

Competency Objectives, Grade 3	Reader's Handbook, Grade 3
5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).	Teacher's Guide: 451
5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	Student Handbook: 433-437
5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	Student Handbook: 259, 378, 381, 382 Teacher's Guide: 451 Student Applications Book: 198
5.07 Edit (with assistance) to use conventions of written language and format.	Student Handbook: 259, 378, 381, 382 Teacher's Guide: 451 Student Applications Book: 198
5.08 Create readable documents with legible handwriting (manuscript and cursive).	Student Handbook: 259, 382 Student Applications Book: 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 63, 67, 68, 72, 73, 74, 75, 77, 80, 81, 83, 85, 86, 87, 88, 90, 91, 93, 94, 95, 99, 100, 101, 102, 103, 107, 109, 110, 111, 112, 113, 117, 119, 120, 121, 122, 126, 127, 128, 129, 130, 132, 133, 135, 136, 137, 138, 141, 142, 143, 144, 145, 157, 158, 159, 162, 163, 164, 165, 167, 171, 172, 175, 176, 177, 178, 179, 180, 185, 186, 187, 188, 189, 192, 194, 195, 197, 198, 200, 201



Reader's Handbook © 2002
 correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 4

COMPETENCY GOAL 1

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

Competency Objectives, Grade 4	Reader's Handbook, Grades 4-5
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	Student Handbook: 500-503 Teacher's Guide: 353-355, 357, 359 Student Applications Book: 201, 206
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	Student Handbook: 504-507, 560-565 Teacher's Guide: 353-355, 359 Student Applications Book: 202, 205
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	Student Handbook: 500-510 Teacher's Guide: 351-355, 359 Student Applications Book: 204
1.04 Increase reading and writing vocabulary through:	Student Applications Book: 199
<ul style="list-style-type: none"> • wide reading. • word study. 	Student Handbook: 494-499 Teacher's Guide: 351-355, 359 Student Applications Book: 199-207
<ul style="list-style-type: none"> • knowledge of homophones, synonyms, antonyms, homonyms. 	Student Handbook: 498 Teacher's Guide: 352, 353, 357 Student Applications Book: 205, 206
<ul style="list-style-type: none"> • writing process elements. 	Student Applications Book: 200

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
	<ul style="list-style-type: none"> writing as a tool for learning. 	Student Applications Book: 200
	<ul style="list-style-type: none"> discussions. 	Student Handbook: 499 Teacher's Guide: 352, 359 Student Applications Book: 200
	<ul style="list-style-type: none"> examining the author's craft. 	Student Handbook: 293, 312-313 Teacher's Guide: 229-230, 244, 247, 248, 249, 255
1.05	Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	Student Handbook: 508-509 Teacher's Guide: 230, 355 Student Applications Book: 203
1.06	Read independently daily from self-selected materials (consistent with the student's independent reading level) to:	Student Handbook: 23, 42 Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280
	<ul style="list-style-type: none"> increase fluency. 	
	<ul style="list-style-type: none"> build background knowledge. 	Student Handbook: 23, 42 Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280
	<ul style="list-style-type: none"> expand vocabulary. 	Student Handbook: 42, 494-499 Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280

COMPETENCY GOAL 2

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

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
2.01	Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).	Student Handbook: 28-33, 36-41, 500-507 Teacher's Guide: 35-40, 42-43, 353-355, 361-368 Student Applications Book: 10-11, 12-16, 17-18
2.02	Interact with the text before, during, and after reading, listening, and viewing by:	Student Handbook: 28, 59, 75, 89, 129, 145, 213, 226, 299-349, 391, 413, 439 Teacher's Guide: 36, 53, 63, 73, 102, 112, 135, 155, 165, 221, 262, 292, 308, 328 Student Applications Book: 11, 23, 34, 44, 56, 66, 88, 98, 127, 145, 162, 172
	<ul style="list-style-type: none"> setting a purpose using prior knowledge and text information. 	

Competency Objectives, Grade 4	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> making predictions. 	<p>Student Handbook: 39, 40</p> <p>Teacher's Guide:43, 44</p> <p>Student Applications Book: 15, 18, 23</p>
<ul style="list-style-type: none"> formulating questions. 	<p>Student Handbook: 40,365, 530-531, 532</p> <p>Teacher's Guide: 44, 103, 268, 363-364</p> <p>Student Applications Book: 9, 18</p>
<ul style="list-style-type: none"> locating relevant information. 	<p>Student Handbook: 30, 43-48, 59, 60-62, 64, 80, 93, 129, 130-134, 135-136, 145, 146-147, 149-152, 159-161, 162-163, 167, 168, 177-178, 191-193</p> <p>Teacher's Guide: 86, 135-136, 297, 329, 365</p> <p>Student Applications Book: 24, 55, 67, 86, 163</p>
<ul style="list-style-type: none"> making connections with previous experiences, information, and ideas. 	<p>Student Handbook: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452</p> <p>Teacher's Guide: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312</p> <p>Student Applications Book: 31, 41, 50, 63, 73, 95, 106, 133-134, 154, 170</p>
<p>2.03 Read a variety of texts, including:</p> <ul style="list-style-type: none"> fiction (legends, novels, folklore, science fiction). 	<p>Student Handbook: 214-216, 221, 232, 233, 235, 237, 239, 243, 244-245, 246-247, 250, 251, 255, 257, 258, 261, 264, 269-270</p> <p>Teacher's Guide:162, 174, 184, 189, 199</p> <p>Student Applications Book: 90-92, 101-103</p>
<ul style="list-style-type: none"> nonfiction (autobiographies, informational books, diaries, journals). 	<p>Student Handbook: 130-134, 137, 140, 146-147, 152, 153, 159-161, 168, 177, 178, 179, 181-182</p> <p>Teacher's Guide: 109, 118, 123, 128, 133, 137</p> <p>Student Applications Book: 58-60, 68-69, 76-77, 82</p>
<ul style="list-style-type: none"> poetry (concrete, haiku). 	<p>Student Handbook: 300, 304, 305, 306, 311, 314, 318, 321, 324, 325, 326, 327</p> <p>Teacher's Guide: 228, 232, 237, 241</p> <p>Student Applications Book: 129, 133, 136, 139, 142-143</p>
<ul style="list-style-type: none"> drama (skits, plays). 	<p>Student Handbook: 351-357, 363, 368, 369, 370-371, 374, 375, 377</p> <p>Teacher's Guide: 271, 275, 280</p> <p>Student Applications Book: 146-150, 156, 157, 158</p>

Competency Objectives, Grade 4	Reader's Handbook, Grades 4-5
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • plot. 	Student Handbook: 213, 217, 218-220, 234-236, 258, 260-266, 278, 290, 359, 362, 376, 384 Teacher's Guide: 156, 157, 158, 168, 187, 190-194, 202, 212, 264, 267, 285 Student Applications Book: 118-120
<ul style="list-style-type: none"> • theme. 	Student Handbook: 213, 239, 267-274, 280, 295, 320, 373-379, 387 Teacher's Guide: 155, 159, 172, 173, 195-199, 202, 217, 269, 276-280, 288 Student Applications Book: 121-123, 159-161
<ul style="list-style-type: none"> • main idea and supporting details. 	Student Handbook: 43, 45-48, 162, 201, 206, 208-209 Teacher's Guide: 46-47, 107, 114, 121, 144, 149, 151 Student Applications Book: 21, 22, 72, 78, 79
<ul style="list-style-type: none"> • author's choice of words. 	Student Handbook: 293 Teacher's Guide: 120, 215, 230, 232, 245, 247, 248, 249, 252, 255 Student Applications Book: 136
<ul style="list-style-type: none"> • mood. 	Student Handbook: 258, 289, 337 Teacher's Guide: 211, 250 Student Applications Book: 113, 117
<ul style="list-style-type: none"> • author's use of figurative language. 	Student Handbook: 312-314, 330, 335, 336, 338, 339, 342 Teacher's Guide: 230, 232, 245, 247, 248, 249, 252, 255 Student Applications Book: 137, 138
2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	Student Handbook: 36, 37, 135, 136-137, 252, 282, 550 Teacher's Guide: 43, 104, 203, 344 Student Applications Book: 12, 13, 110, 113, 125, 157, 160, 195, 197
2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	Student Handbook: 33, 148, 170, 235, 281, 360, 526, 536-537, 556 Teacher's Guide: 113, 118, 203, 263, 265, 310, 366 Student Applications Book: 108, 152, 177, 180, 181

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
2.07	Determine usefulness of information and ideas consistent with purpose.	Student Handbook: 135, 149, 186-193 Teacher's Guide: 86, 135-136, 297, 329, 365 Student Applications Book: 163, 166
2.08	Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.	Student Handbook: 138, 142, 155, 169 Teacher's Guide: 107, 116, 125, 127, 293, 364-365 Student Applications Book: 64-65, 81, 166

COMPETENCY GOAL 3

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

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
3.01	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing the impact of authors' word choice and context. 	Student Handbook: 310-316 Teacher's Guide: 232 Student Applications Book: 158
	<ul style="list-style-type: none"> • examining the reasons for characters' actions. 	Student Handbook: 242-248, 256, 271 Teacher's Guide: 167, 177-178
	<ul style="list-style-type: none"> • identifying and examining characters' motives. 	Student Handbook: 242-248, 256, 271 Teacher's Guide: 167
	<ul style="list-style-type: none"> • analyzing differences among genres. 	Student Handbook: 288 Teacher's Guide: 163, 210
	<ul style="list-style-type: none"> • making inferences and drawing conclusions about characters, events and themes. 	Student Handbook: 36, 37, 137, 252, 282 Teacher's Guide: 182, 203 Student Applications Book: 12, 13, 110, 113, 125, 157, 160, 195, 197
3.02	Analyze characters, events, and plots from different selections and cite supporting evidence.	Student Handbook: 218, 219, 220, 223, 231-232, 234-236, 242-248, 260-266, 277, 278, 281 Teacher's Guide: 203, 204 Student Applications Book: 125-126
3.03	Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	Student Handbook: 254-259, 367-372, 429 Teacher's Guide: 185-189, 272-275 Student Applications Book: 114-117, 156-158

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
3.05	Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	Student Handbook: 143, 412-424, 426, 427, 428, 429, 430, 431, 432, 433, 434-435 Teacher's Guide: 306, 308-314
3.06	Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	Student Handbook: 129-143, 144-156, 390-403, 406, 407, 408, 409 Teacher's Guide: 69, 108, 298 Student Applications Book: 65

COMPETENCY GOAL 4

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

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
4.01	Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	Student Handbook: 372 Teacher's Guide: 127, 173, 188, 239, 361, 362, 363, 364, 366, 367, 368
4.02	Use oral and written language to: <ul style="list-style-type: none"> • present information and ideas in a clear, concise manner. 	Student Handbook: 143, 156, 282, 460-464 Teacher's Guide: 70, 80, 109, 118, 123, 133, 162, 174, 184, 194, 204, 237, 271, 280, 298, 314, 337 Student Applications Book: 33, 75, 79, 97, 126, 135, 138, 171, 191
	<ul style="list-style-type: none"> • discuss. 	Student Handbook: 156, 266 Teacher's Guide: 90, 91, 92, 93, 94, 95, 96, 97, 98, 127, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 231, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 282, 283, 284, 285, 286, 287, 288, 300, 301, 302, 303, 304, 316, 317, 318, 319, 320, 321, 322, 323, 324, 361, 362, 363, 364, 365, 366, 367, 368
	<ul style="list-style-type: none"> • interview. 	Student Handbook: 204 Teacher's Guide: 109, 147
	<ul style="list-style-type: none"> • solve problems. 	Student Handbook: 143 Teacher's Guide: 84, 173, 337
4.03	Make oral and written presentations using visual aids with an awareness of purpose and audience.	Teacher's Guide: 79, 173 Student Applications Book: 33, 75, 79, 97, 126, 135, 138, 171, 191

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
4.04	Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280
4.05	Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	Student Handbook: 281-282, 458, 460, 462, 463 Teacher's Guide: 173, 204, 336, 337 Student Applications Book: 191
4.06	Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	Student Handbook: 282, 463 Teacher's Guide: 336, 204, 337 Student Applications Book: 191
4.07	Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).	Student Handbook: 309, 316, 382, 460-464 Teacher's Guide: 108, 117, 173, 204, 231, 236, 237, 240, 274, 280 Student Applications Book: 33, 75, 79, 97, 126, 135, 138, 171, 191
4.09	Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).	Student Handbook: 143, 156, 282, 460-464 Teacher's Guide: 108, 117, 173, 204, 231, 236, 237, 240, 274, 280 Student Applications Book: 33, 75, 79, 97, 126, 135, 138, 171, 191
4.10	Use technology as a tool to gather, organize, and present information.	Student Handbook: 143, 390-403, 406, 407, 408, 409 Teacher's Guide: 69, 108, 298 Student Applications Book: 65, 162-171

COMPETENCY GOAL 5

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

Competency Objectives, Grade 4		Reader's Handbook, Grades 4-5
5.01	Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).	Student Handbook: 464 Student Applications Book: 191
5.04	Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. 	Student Handbook: 282, 463 Student Applications Book: 191

Competency Objectives, Grade 4	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> • specific, relevant details. 	<p>Student Handbook: 143, 282, 463</p> <p>Teacher's Guide: 108, 336, 337</p>
<ul style="list-style-type: none"> • logical progression and movement of ideas. 	<p>Student Handbook: 462, 463</p> <p>Teacher's Guide: 97, 108, 173, 337</p> <p>Student Applications Book: 191</p>
<ul style="list-style-type: none"> • coherence. 	<p>Student Handbook: 464</p>
<ul style="list-style-type: none"> • elaboration. 	<p>Student Handbook: 463</p> <p>Teacher's Guide: 336</p>
<ul style="list-style-type: none"> • concluding statement related to the topic. 	<p>Student Handbook: 282, 463</p> <p>Teacher's Guide: 336</p>
<p>5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.</p>	<p>Student Handbook: 464</p> <p>Student Applications Book: 191</p>
<p>5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).</p>	<p>Student Handbook: 464</p> <p>Teacher's Guide: 336</p> <p>Student Applications Book: 191</p>
<p>5.07 Use established criteria to edit for language conventions and format.</p>	<p>Student Handbook: 464</p> <p>Teacher's Guide: 336</p> <p>Student Applications Book: 191</p>
<p>5.08 Demonstrate evidence of language cohesion by:</p> <ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. 	<p>Student Handbook: 460, 462, 463</p> <p>Teacher's Guide: 117, 274</p> <p>Student Applications Book: 97, 108, 119, 120</p>
<ul style="list-style-type: none"> • time order sequence of events. 	<p>Student Handbook: 460</p> <p>Teacher's Guide: 59, 60, 117</p> <p>Student Applications Book: 83, 93, 94, 95, 105, 151</p>

Competency Objectives, Grade 4	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> sustaining conversations on a topic. 	<p>Student Handbook: 156, 266</p> <p>Teacher's Guide: 90, 91, 92, 93, 94, 95, 96, 97, 98, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 231, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 282, 283, 284, 285, 286, 287, 288, 300, 301, 302, 303, 304, 316, 317, 318, 319, 320, 321, 322, 323, 324, 361, 362, 363, 364, 365, 366, 367, 368</p>
<p>5.09 Create readable documents through legible handwriting (cursive) and/or word processing.</p>	<p>Student Applications Book: 6, 7, 9, 10, 11, 15, 16, 20, 21, 22, 23, 24, 28, 29, 30, 31, 32, 33, 34, 35, 39, 40, 41, 42, 43, 44, 45, 48, 49, 50, 51, 52, 53, 55, 56, 57, 61, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74, 75, 77, 78, 79, 81, 83, 84, 85, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 104, 105, 106, 107, 108, 110, 112, 113, 114, 115, 116, 117, 119, 120, 122, 123, 125, 126, 127, 128, 130, 131, 132, 133, 134, 135, 137, 138, 140, 141, 142, 143, 144, 145, 151, 152, 153, 154, 155, 157, 158, 159, 160, 161, 162, 163, 167, 168, 169, 170, 171, 172, 174, 175, 176, 177, 178, 179, 180, 181, 183, 186, 187, 188, 189, 191, 192, 193, 196, 198, 200, 201, 202, 203, 204, 205, 206, 207</p>



Reader's Handbook © 2002
 correlated to
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	Reader's Handbook, Grades 4-5
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.	Student Handbook: 496, 500-503, 504-507 Teacher's Guide: 353-355, 357, 359 Student Applications Book: 202, 203
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	Student Handbook: 500-503, 510 Teacher's Guide: 356, 359 Student Applications Book: 205
1.03 Increase reading and writing vocabulary through:	Student Applications Book: 199
<ul style="list-style-type: none"> • wide reading. 	
<ul style="list-style-type: none"> • word study. 	Student Handbook: 494-499 Teacher's Guide: 351-355, 359 Student Applications Book: 200-203, 205
<ul style="list-style-type: none"> • word reference materials. 	Student Handbook: 508-509 Teacher's Guide: 230, 355 Student Applications Book: 204
<ul style="list-style-type: none"> • content area study. 	Student Handbook: 510 Teacher's Guide: 356 Student Applications Book: 205
<ul style="list-style-type: none"> • discussions. 	Student Handbook: 499 Teacher's Guide: 352, 359 Student Applications Book: 201

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> examining the author's craft. 	<p>Student Handbook: 293, 312-313</p> <p>Teacher's Guide: 229-230, 244, 247, 248, 249, 255</p>
<p>1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.</p>	<p>Student Handbook: 508-509</p> <p>Teacher's Guide: 230, 355</p> <p>Student Applications Book: 204</p>
<p>1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> increase fluency. 	<p>Student Handbook: 23, 42</p> <p>Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280</p>
<ul style="list-style-type: none"> build background knowledge. 	<p>Student Handbook: 23, 42</p> <p>Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280</p>
<ul style="list-style-type: none"> expand and refine vocabulary. 	<p>Student Handbook: 42, 494-499</p> <p>Teacher's Guide: 109, 118, 128, 133, 137, 162, 174, 228, 232, 237, 241, 280</p>

COMPETENCY GOAL 2

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

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
<p>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).</p>	<p>Student Handbook: 28-33, 36-41, 500-507</p> <p>Teacher's Guide: 35-40, 42-43, 353-355, 361-368</p> <p>Student Applications Book: 12-15, 16-17</p>
<p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> making predictions. 	<p>Student Handbook: 39, 40</p> <p>Teacher's Guide: 43, 44</p> <p>Student Applications Book: 15, 17</p>
<ul style="list-style-type: none"> formulating questions. 	<p>Student Handbook: 40, 71, 85, 98, 141, 154, 222, 238, 307, 364, 365, 401, 530-531, 532</p> <p>Teacher's Guide: 44, 68, 78, 103, 116, 159, 171, 226, 268, 363-364</p> <p>Student Applications Book: 9, 17, 21, 61, 66</p>

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
<ul style="list-style-type: none"> supporting answers from textual information, previous experience, and/or other sources. 	<p>Student Handbook: 32, 85, 98, 141-142, 153, 173, 221, 222-223, 239-240, 307, 365</p> <p>Teacher's Guide: 116, 125, 151, 172, 268</p> <p>Student Applications Book: 40, 65, 78, 80, 84</p>
<ul style="list-style-type: none"> drawing on personal, literary, and cultural understandings. 	<p>Student Handbook: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452</p> <p>Teacher's Guide: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312</p> <p>Student Applications Book: 30, 40, 49, 63, 72, 96, 107-108, 138, 157-158, 172, 181</p>
<ul style="list-style-type: none"> seeking additional information. 	<p>Student Applications Book: 32</p>
<ul style="list-style-type: none"> making connections with previous experiences, information, and ideas. 	<p>Student Handbook: 31, 70, 84, 97, 140, 153, 221, 237, 306, 363, 400, 421, 452</p> <p>Teacher's Guide: 38, 57, 67, 78, 106, 115, 159, 171, 225, 267, 296, 312</p> <p>Student Applications Book: 30, 40, 49, 63, 72, 96, 107-108, 138, 157-158, 172, 181</p>
<p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> fiction (tall tales, myths). 	<p>Student Handbook: 214-216, 221, 232, 233, 235, 237, 239, 243, 244-245, 246-247, 250, 251, 255, 257, 258, 261, 264, 269-270</p> <p>Teacher's Guide: 162, 174, 184, 189, 199</p> <p>Student Applications Book: 90-92, 100, 102-104, 111, 113, 116, 120-121, 123, 124, 126-127, 128</p>
<ul style="list-style-type: none"> nonfiction (books of true experience, newspaper and magazine articles, schedules). 	<p>Student Handbook: 130-134, 137, 140, 146-147, 152, 153, 159-161, 168, 177, 178, 179, 181-182</p> <p>Teacher's Guide: 109, 118, 123, 128, 133, 137</p> <p>Student Applications Book: 57-60, 68-69, 75-77, 79-80, 82</p>
<ul style="list-style-type: none"> poetry (narrative, lyric, and cinquains). 	<p>Student Handbook: 300, 304, 305, 306, 311, 314, 318, 321, 324, 325, 326, 327</p> <p>Teacher's Guide: 228, 232, 237, 241</p> <p>Student Applications Book: 133, 141, 144, 147</p>
<ul style="list-style-type: none"> drama (plays and skits). 	<p>Student Handbook: 351-357, 363, 368, 369, 370-371, 374, 375, 377</p> <p>Teacher's Guide: 271, 275, 280</p> <p>Student Applications Book: 150-154, 157, 160, 161</p>

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> • plot development. 	Student Handbook: 213, 217, 218-220, 234-236, 258, 260-266, 278, 290, 359, 362, 376, 384 Teacher's Guide: 156, 157, 158, 168, 187, 190-194, 202, 212, 264, 267, 285 Student Applications Book: 93-95, 101, 107, 109, 120-122, 155
<ul style="list-style-type: none"> • author's choice of words. 	Student Handbook: 293 Teacher's Guide: 120, 215, 230, 232, 245, 247, 248, 249, 252, 255 Student Applications Book: 141-143, 145
<ul style="list-style-type: none"> • effectiveness of figurative language (e.g., personification, flashback). 	Student Handbook: 312-314, 330, 335, 336, 338, 339, 342 Teacher's Guide: 230, 232, 245, 247, 248, 249, 252, 255 Student Applications Book: 141-143
<ul style="list-style-type: none"> • tone. 	Student Handbook: 345 Teacher's Guide: 258
2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	Student Handbook: 37, 135, 136-137, 138, 142, 155, 169, 252, 282, 550 Teacher's Guide: 43, 104, 107, 116, 125, 127, 203, 293, 344, 364-365 Student Applications Book: 112, 115, 118, 128, 162
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).	Student Handbook: 28, 59, 75, 89, 129, 145, 213, 226, 299-349, 391, 413, 439 Teacher's Guide: 36, 53, 63, 73, 102, 112, 135, 155, 165, 221, 262, 292, 308, 328 Student Applications Book: 165
2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.	Student Handbook: 135, 149, 186-193 Teacher's Guide: 86, 135-136, 297, 329, 365 Student Applications Book: 165
2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> • problem-solution. 	Student Handbook: 207 Teacher's Guide: 150

COMPETENCY GOAL 3

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

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing word choice and content. 	Student Handbook: 310-316 Teacher's Guide: 232 Student Applications Book: 141-143, 160-162
<ul style="list-style-type: none"> • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. 	Student Handbook: 242-248, 256, 271 Teacher's Guide: 167, 177-178 Student Applications Book: 111-112
<ul style="list-style-type: none"> • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. 	Teacher's Guide: 117, 161, 173, 183, 184, 193, 198, 204, 227, 231, 237, 270, 279 Student Applications Book: 32, 40, 61, 63, 67, 72, 78, 84, 96, 108, 110, 117, 130, 131, 135, 136, 146, 159
<ul style="list-style-type: none"> • evaluating the differences among genres. 	Student Handbook: 288 Teacher's Guide: 163, 210
<ul style="list-style-type: none"> • examining relationships among characters. 	Student Handbook: 244-248, 286, 370, 375-376 Teacher's Guide: 177, 179, 273 Student Applications Book: 106, 112
<ul style="list-style-type: none"> • making and evaluating inferences and conclusions about characters, events, and themes. 	Student Handbook: 36, 37, 137, 252, 282 Teacher's Guide: 182, 203 Student Applications Book: 112, 115, 118, 128, 162
3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.	Student Handbook: 203, 204 Teacher's Guide: 281-282 Student Applications Book: 126-130
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	Student Handbook: 203, 204 Teacher's Guide: 281, 282 Student Applications Book: 129-130
3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.	Student Handbook: 395-396 Teacher's Guide: 293, 294 Student Applications Book: 168

Competency Objectives, Grade 5		Reader's Handbook, Grades 4-5
3.05	Integrate main idea and supporting details from multiple sources to expand understanding of texts.	Student Handbook: 43, 45-48, 162, 201, 206, 208-209, 538 Teacher's Guide: 46-47, 107, 114, 121, 144, 149, 151, 366-367
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).	Student Handbook: 129-143, 144-156, 390-403, 406, 407, 408, 409 Teacher's Guide: 69, 108, 298 Student Applications Book: 65, 165-174

COMPETENCY GOAL 4

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

Competency Objectives, Grade 5		Reader's Handbook, Grades 4-5
4.01	Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	Student Handbook: 372 Teacher's Guide: 127, 173, 188, 239, 361, 362, 363, 364, 366, 367, 368
4.02	Use oral and written language to: <ul style="list-style-type: none"> • evaluate information and ideas. 	Student Handbook: 39, 138, 173, 531 Teacher's Guide: 43, 116, 125, 127 Student Applications Book: 63, 65, 74, 81
	<ul style="list-style-type: none"> • present and support arguments. 	Student Handbook: 172, 173 Teacher's Guide: 127 Student Applications Book: 81, 84
4.03	Make oral and written presentations to inform or persuade selecting vocabulary for impact.	Teacher's Guide: 79, 108 Student Applications Book: 74, 84, 174
4.05	Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	Student Handbook: 281-282, 458, 460, 462, 463 Teacher's Guide: 173, 204, 336, 337 Student Applications Book: 129-130, 192-193
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.	Student Handbook: 282, 463 Teacher's Guide: 336, 204, 337 Student Applications Book: 130, 192-193

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
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).	<p>Student Handbook: 309, 316, 382, 460-464</p> <p>Teacher's Guide: 108, 117, 173, 204, 231, 236, 237, 240, 274, 280</p> <p>Student Applications Book: 32, 74, 78, 84, 98, 130, 140, 174, 193</p>
4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	<p>Student Handbook: 143, 156, 282, 460-464</p> <p>Teacher's Guide: 108, 117, 173, 204, 231, 236, 237, 240, 274, 280</p> <p>Student Applications Book: 32, 74, 78, 84, 98, 130, 140, 174, 193</p>

COMPETENCY GOAL 5

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

Competency Objectives, Grade 5	Reader's Handbook, Grades 4-5
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).	<p>Student Handbook: 464</p> <p>Student Applications Book: 193</p>
5.04 Determine the impact of word choice on written and spoken language.	<p>Student Handbook: 337</p> <p>Teacher's Guide: 211, 250</p> <p>Student Applications Book: 141-143, 160-162</p>
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	<p>Student Handbook: 464</p> <p>Teacher's Guide: 336</p> <p>Student Applications Book: 193</p>
5.07 Edit final product for grammar, language conventions, and format.	<p>Student Handbook: 464</p> <p>Teacher's Guide: 336</p> <p>Student Applications Book: 193</p>
5.08 Create readable documents through legible handwriting and word processing.	<p>Student Applications Book: 9, 10, 11, 13, 14, 15, 17, 19, 20, 21, 22, 27, 28, 29, 30, 31, 32, 33, 34, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50, 52, 53, 54, 55, 56, 61, 62, 63, 64, 65, 66, 67, 70, 72, 73, 74, 78, 80, 81, 83, 84, 86, 87, 88, 89, 93, 94, 95, 96, 97, 98, 99, 101, 105, 106, 107, 108, 109, 110, 112, 114, 115, 117, 118, 119, 122, 125, 128, 130, 131, 132, 134, 135, 136, 137, 138, 139, 140, 142, 143, 145, 146, 148, 149, 155, 156, 157, 158, 159, 161, 162, 163, 164, 165, 166, 169, 170, 171, 172, 173, 174, 175, 178, 179, 180, 181, 182, 183, 184, 185, 188, 189, 190, 191, 192, 193, 194, 196, 197, 198, 201, 202, 203, 204, 205</p>



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North Carolina English Language Arts
 correlated to
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	Reader's Handbook, Grades 6-8
1.01 Narrate a fictional or autobiographical account which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. 	Student Handbook: 203, 217
<ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. 	Student Handbook: 203, 217 Teacher's Guide: 136
<ul style="list-style-type: none"> • uses remembered feelings and specific details. 	Student Handbook: 203, 217 Student Applications Book: 68
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 Handbook: 186, 202-203, 217, 232-233, 246 Teacher's Guide: 125, 126, 136, 137, 146, 147, 157, 158, 168, 169, 173 Student Applications Book: 69, 71, 79, 87, 89, 99
<ul style="list-style-type: none"> • analyzing the characteristics of expressive works. 	Student Handbook: 55-65, 179, 181-182, 196-199, 213, 229, 242-243, 249-253, 261-262 Teacher's Guide: 46-49, 121, 132, 143, 154, 164, 171, 175 Student Applications Book: 67-68, 77, 85, 97, 105
<ul style="list-style-type: none"> • determining the effect of literary devices and/or strategies on the reader/viewer/listener. 	Student Handbook: 185, 200, 247, 263 Teacher's Guide: 124, 170 Student Applications Book: 77, 86

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 183, 200, 214, 230, 243, 254</p> <p>Teacher's Guide: 123, 134, 144, 155, 165</p> <p>Student Applications Book: 68, 78, 86, 98, 106</p>
<ul style="list-style-type: none"> comparing and/or contrasting information. 	<p>Student Handbook: 42, 185, 199, 243, 245, 253, 255</p> <p>Teacher's Guide: 41, 123, 133, 134, 144, 153, 155, 164, 167, 172</p> <p>Student Applications Book: 12, 77</p>
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	<p>Student Handbook: 40, 41, 182, 255, 261, 262</p> <p>Teacher's Guide: 40, 122, 171</p> <p>Student Applications Book: 10-11, 66, 104</p>
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	<p>Student Handbook: 47, 50,-52, 179-180, 182, 196, 216, 223, 228, 242-243, 262</p> <p>Teacher's Guide: 44-45, 119, 121, 122, 124, 130, 131, 132-133, 135, 143, 145, 152, 154, 156, 162, 166</p> <p>Student Applications Book: 17, 18, 68, 81, 85, 91, 97, 99, 105</p>
<ul style="list-style-type: none"> generating a learning log or journal. 	<p>Student Handbook: 314, 420</p> <p>Teacher's Guide: 204, 214, 229, 234, 244, 268, 269, 271, 323, 328</p> <p>Student Applications Book: 89, 128, 138, 145, 151, 161, 168, 182</p>
<ul style="list-style-type: none"> creating an artistic interpretation that connects self to the work. 	<p>Student Handbook: 115, 359, 421</p> <p>Teacher's Guide: 146, 205, 230, 274, 289</p> <p>Student Applications Book: 148, 164, 180</p>
<ul style="list-style-type: none"> discussing print and non-print expressive works formally and informally. 	<p>Student Handbook: 232, 246, 314, 338</p> <p>Teacher's Guide: 168, 279</p>
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> contributing relevant comments connecting personal experiences to content. 	<p>Student Handbook: 82, 232, 246, 314, 526, 547</p> <p>Teacher's Guide: 279</p>
<ul style="list-style-type: none"> monitoring own understanding of the discussion and seeking clarification as needed. 	<p>Student Handbook: 271, 613</p>

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8
1.04	Reflect on learning experiences by: <ul style="list-style-type: none"> describing personal learning growth and changes in perspective. 	Student Handbook: 35, 244
	<ul style="list-style-type: none"> interpreting how personal circumstances and background shape interaction with text. 	Student Handbook: 35, 45, 183, 200, 310, 335, 418, 436, 444 Teacher's Guide: 58, 69, 81, 91, 123, 134, 144, 155, 202, 216, 272, 317 Student Applications Book: 27, 36, 46, 55, 68, 78, 86, 98, 106, 127, 138, 162, 179, 191, 198

COMPETENCY GOAL 2

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

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8
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 Handbook: 45, 185, 208-209, 227-228, 240 Teacher's Guide: 125, 157, 168, 173, 177 Student Applications Book: 24-25, 33, 36, 44, 45, 47, 50, 59
	<ul style="list-style-type: none"> studying the characteristics of informational works. 	Student Handbook: 55-63, 77, 94, 111-112, 126-127, 181, 196, 213, 229, 242, 249, 261 Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 178-181 Student Applications Book: 26, 35, 46, 54, 115, 190
	<ul style="list-style-type: none"> restating and summarizing information. 	Student Handbook: 186, 203, 217, 233, 246 Teacher's Guide: 55, 98 Student Applications Book: 35, 71, 99
	<ul style="list-style-type: none"> determining the importance and accuracy of information. 	Student Handbook: 269, 270, 271, 272, 517, 519, 524, 525 Teacher's Guide: 180, 343, 345, 347, 348, 349, 351 Student Applications Book: 115, 188, 192-193
	<ul style="list-style-type: none"> making connections between works, self and related topics/information. 	Student Handbook: 183, 200, 214, 230, 243, 254 Teacher's Guide: 58, 69, 81, 91 Student Applications Book: 27, 36, 46, 55, 68, 78, 86, 98, 106

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8	
	<ul style="list-style-type: none"> comparing and/or contrasting information. 	Student Handbook: 42 Teacher's Guide: 41 Student Applications Book: 12	
	<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Handbook: 40, 52, 214, 285, 653, 672 Teacher's Guide: 40 Student Applications Book: 10	
	<ul style="list-style-type: none"> generating questions. 	Student Handbook: 45, 185, 189, 200, 201, 205, 215, 219, 231, 235, 240, 244 Teacher's Guide: 43, 53, 59, 64, 70, 75, 82, 87, 92 Student Applications Book: 19, 27, 37, 47, 48	
2.02	Use multiple sources of print and non-print information in developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). 	Student Handbook: 514-526 Teacher's Guide: 83 Student Applications Book: 185-193	
	<ul style="list-style-type: none"> analyzing the effects of the presentation and/or the accuracy of information. 	Student Handbook: 525 Teacher's Guide: 345, 347, 349, 351 Student Applications Book: 192	

COMPETENCY GOAL 3

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

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8	
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 Handbook: 253, 667 Teacher's Guide: 172, 173, 177 Student Applications Book: 111, 112, 113	
	<ul style="list-style-type: none"> analyzing the characteristics of argumentative works. 	Student Handbook: 247, 249, 253, 274, 667 Teacher's Guide: 171, 173, 175-176, 177	
	<ul style="list-style-type: none"> determining the importance of author's word choice and focus. 	Student Handbook: 263-264	

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> summarizing the author's purpose and stance. 	<p>Student Handbook: 249, 253, 255, 260, 262, 263-264</p> <p>Teacher's Guide: 171, 174, 175, 176</p> <p>Student Applications Book: 112</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 35, 254</p> <p>Teacher's Guide: 172</p> <p>Student Applications Book: 108, 111</p>
<ul style="list-style-type: none"> drawing inferences. 	<p>Student Handbook: 40, 247, 249, 253, 254-255, 274, 667</p> <p>Teacher's Guide: 40, 172</p> <p>Student Applications Book: 10</p>
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials and school and community policies). 	<p>Student Handbook: 255, 260</p> <p>Teacher's Guide: 172, 175</p> <p>Student Applications Book: 111</p>
<ul style="list-style-type: none"> distinguishing between fact and opinion. 	<p>Student Handbook: 281</p> <p>Teacher's Guide: 188</p>
<p>3.02 Explore the problem solution process by:</p> <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. 	<p>Student Handbook: 112, 286</p> <p>Teacher's Guide: 125</p>
<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. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 125</p>
<p>3.03 Study arguments that evaluate through:</p> <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. 	<p>Student Handbook: 172-187, 280</p> <p>Teacher's Guide: 115-126, 170-173, 174-177, 187</p> <p>Student Applications Book: 109-111, 112-113</p>
<ul style="list-style-type: none"> preparing individual and/or group essays and presentations that use evaluative techniques. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 157, 391-392</p> <p>Student Applications Book: 209</p>

COMPETENCY GOAL 4

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

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<p>4.01 Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	<p>Student Handbook: 29, 35, 36, 37, 45, 79, 82, 97, 99, 114, 115-116, 129, 130-131, 141-142, 150-154, 184, 186, 201, 202-203, 215, 217, 231, 232-233, 244, 246, 254-255, 263-264, 271-272, 311, 314, 336, 338-339, 349-350, 367, 374-375, 380-382, 387-388, 419, 429-421, 428-429, 437-438, 444-445, 486, 488, 493, 501, 524, 526</p> <p>Teacher's Guide: 32, 37, 38, 59, 60, 70, 71, 82, 83, 92, 93, 98, 103, 124, 125, 135, 136, 145, 146, 156, 157, 166, 167, 172, 176-177, 181, 203, 205, 216, 218, 225, 230, 235, 240, 245, 250, 273, 274, 279, 284, 289, 318, 319, 324, 329, 348, 350</p> <p>Student Applications Book: 7, 8, 9, 14, 16, 17, 18, 28, 38, 48, 57, 71, 79, 89, 99, 108, 128, 140, 164, 193</p>
<ul style="list-style-type: none"> • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	<p>Student Handbook: 263, 287-288</p> <p>Teacher's Guide: 191-192</p>
<ul style="list-style-type: none"> • identifying and exploring the underlying assumptions of the author/creator. 	<p>Student Handbook: 185, 240, 652-653</p> <p>Teacher's Guide: 124, 162, 435</p> <p>Student Applications Book: 103</p>
<ul style="list-style-type: none"> • analyzing the effects of author's craft on the reader/viewer/listener. 	<p>Student Handbook: 255, 264, 652-653</p> <p>Teacher's Guide: 172</p>
<p>4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	<p>Student Handbook: 42, 655</p> <p>Teacher's Guide: 167, 171-172</p> <p>Student Applications Book: 107, 109-111, 112-113</p>
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	<p>Student Handbook: 41, 653</p> <p>Teacher's Guide: 40</p> <p>Student Applications Book: 11</p>
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	<p>Student Handbook: 41, 653</p> <p>Teacher's Guide: 40</p> <p>Student Applications Book: 41</p>

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8
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 Handbook: 255 Teacher's Guide: 172 Student Applications Book: 111
	<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	Teacher's Guide: 168
	<ul style="list-style-type: none"> creating a critical response/review of a work/topic. 	Student Handbook: 186, 217, 246, 339, 420 Teacher's Guide: 168, 218

COMPETENCY GOAL 5

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

Competency Objectives, Grade 6		Reader's Handbook, Grades 6-8
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 Handbook: 294-314, 315-339, 408-421, 472-488 Teacher's Guide: 195-206, 207-219, 265-275, 309-320 Student Applications Book: 72-79, 80-89, 116-128, 129-140, 154-164, 172-180
	<ul style="list-style-type: none"> reading self-selected literature and other materials of individual interest. 	Student Handbook: 46, 613 Teacher's Guide: 206, 219, 275, 285, 320
	<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	Student Handbook: 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501 Teacher's Guide: 206, 219, 275, 285, 320 Student Applications Book: 74, 76, 83, 84, 118-125, 132-135, 141, 144, 146, 152, 156-159, 162, 165, 170, 174-176, 181, 183
	<ul style="list-style-type: none"> discussing literature in teacher-student conferences and small group discussions. 	Teacher's Guide: 205, 214, 218, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 279, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 332, 333, 334, 335, 336, 337, 338
	<ul style="list-style-type: none"> discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback. 	Student Handbook: 360-367, 372, 394-395, 426-427, 450, 481 Teacher's Guide: 239, 255-256, 294, 333 Student Applications Book: 146-147, 166, 184

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. 	<p>Student Handbook: 306-308, 309, 313, 323, 326, 331, 332, 333, 334, 340-350, 365, 366, 368-375, 376-382, 390, 392-393, 397, 398-399, 400-401, 403, 405, 456, 484, 489-493, 498-500, 507-508, 511</p> <p>Teacher's Guide: 220-226, 229, 234, 237-241, 242-246, 254-255, 255-256, 257-258-259, 261, 263, 321-325, 328, 333, 335, 338</p> <p>Student Applications Book: 141-143, 145, 147, 148-149, 150-151, 181-182</p>
<ul style="list-style-type: none"> recognizing underlying messages in order to identify recurring theme(s) across works. 	<p>Student Handbook: 376-382, 383-388</p> <p>Teacher's Guide: 242-246, 263, 321-325, 338</p> <p>Student Applications Book: 150-151, 181-182</p>
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>Teacher's Guide: 60, 71, 83, 93, 125, 136, 146, 157, 168, 205, 218, 274, 319, 350</p>
<ul style="list-style-type: none"> exploring relationships between and among characters, ideas, concepts and/or experiences. 	<p>Student Handbook: 42, 45, 183, 200, 214, 230, 243, 310, 335, 346-348, 418, 485, 523</p> <p>Teacher's Guide: 36, 41, 43, 123, 144, 155, 165, 202, 216, 223, 224, 225, 272, 317</p> <p>Student Applications Book: 12, 68, 78, 86, 106, 127, 138, 162, 191</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., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). 	<p>Student Handbook: 174-176, 179, 190, 194-195, 207, 210-211, 214, 221, 224-227, 229, 230, 236, 238-239, 248, 250-252, 254, 258-259, 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501</p> <p>Teacher's Guide: 126, 137, 147, 158, 169, 206, 219, 231, 236, 241, 246, 275, 280, 285, 290, 320, 325, 330</p> <p>Student Applications Book: 64-65, 76, 83-84, 101-103, 118-125, 132-135, 141, 144, 146, 149, 152, 156-159, 162, 165, 170, 174-176</p>
<ul style="list-style-type: none"> interpreting what impact genre-specific characteristics have on the meaning of the work. 	<p>Student Handbook: 396</p> <p>Teacher's Guide: 256-257</p>
<ul style="list-style-type: none"> exploring how the author's choice and use of a genre shapes the meaning of the literary work. 	<p>Student Handbook: 396</p> <p>Teacher's Guide: 256-257</p>

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<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. 	<p>Student Handbook: 354-357</p> <p>Teacher's Guide: 229</p> <p>Student Applications Book: 141-143, 144-145, 146-147, 148-149, 150-151, 181-182</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 6	Reader's Handbook, Grades 6-8
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <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. 	<p>Student Handbook: 615-620, 621-623, 624-625, 626-629, 630</p> <p>Teacher's Guide: 417-423</p> <p>Student Applications Book: 220-223</p>
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	<p>Student Handbook: 608-614, 631-634</p> <p>Teacher's Guide: 414-416</p> <p>Student Applications Book: 218-219</p>
<ul style="list-style-type: none"> exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. 	<p>Student Handbook: 394-395</p> <p>Teacher's Guide: 255-256</p>
<p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p>
<ul style="list-style-type: none"> producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</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	Reader's Handbook, Grades 6-8
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 Handbook: 203, 217 Teacher's Guide: 136 Student Applications Book: 100, 110
<ul style="list-style-type: none"> • orients the reader/listener to the scene, the people, and the events. 	Student Handbook: 203, 217 Teacher's Guide: 136 Student Applications Book: 100, 110
<ul style="list-style-type: none"> • engages the reader/listener by establishing a context and creating a point of view. 	Student Handbook: 217 Student Applications Book: 110
<ul style="list-style-type: none"> • establishes the significance of events. 	Student Handbook: 203, 217 Teacher's Guide: 136 Student Applications Book: 100, 110
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 Handbook: 186, 202-203, 217, 232-233, 246 Teacher's Guide: 125, 126, 136, 137, 146, 147, 157, 158, 168, 169, 173 Student Applications Book: 68, 70, 71, 77, 79, 89, 90, 100, 110
<ul style="list-style-type: none"> • summarizing the characteristics of expressive works. 	Student Handbook: 55-65, 179, 181-182, 196-199, 213, 229, 242-243, 249-253, 261-262 Teacher's Guide: 46-49, 121, 132, 143, 154, 164, 171, 175 Student Applications Book: 67, 76, 87, 97, 107

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> determining the importance of literary effects on the reader/viewer/viewer. 	<p>Student Handbook: 185, 200, 247, 263</p> <p>Teacher's Guide: 124, 170</p> <p>Student Applications Book: 77, 88, 112</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 183, 200, 214, 230, 243, 254</p> <p>Teacher's Guide: 123, 134, 144, 155, 165</p> <p>Student Applications Book: 68, 78, 86, 98, 106</p>
<ul style="list-style-type: none"> comparing and/or contrasting information. 	<p>Student Handbook: 42, 185, 199, 243, 245, 253, 255</p> <p>Teacher's Guide: 41, 123, 133, 134, 144, 153, 155, 164, 167, 172</p> <p>Student Applications Book: 12</p>
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	<p>Student Handbook: 40, 41, 182, 255, 261, 262</p> <p>Teacher's Guide: 40, 122, 171</p> <p>Student Applications Book: 10-11, 63</p>
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	<p>Student Handbook: 47, 50-52, 179-180, 182, 196, 216, 223, 228, 242-243, 262</p> <p>Teacher's Guide: 44-45, 119, 121, 122, 124, 130, 131, 132-133, 135, 143, 145, 152, 154, 156, 162, 166</p> <p>Student Applications Book: 17, 18, 67, 68, 78, 97, 99, 105, 106</p>
<ul style="list-style-type: none"> generating a learning log or journal. 	<p>Student Handbook: 314, 420</p> <p>Teacher's Guide: 204, 214, 229, 234, 244, 268, 269, 271, 323, 328</p> <p>Student Applications Book: 100, 128, 138, 149, 150, 161, 163, 185</p>
<ul style="list-style-type: none"> creating an artistic interpretation that connects self and/or society to the selection. 	<p>Student Handbook: 359, 421</p> <p>Teacher's Guide: 146, 205, 230, 274, 289</p> <p>Student Applications Book: 148, 163, 180, 184</p>
<ul style="list-style-type: none"> constructing and presenting book/media reviews. 	<p>Student Handbook: 217</p> <p>Student Applications Book: 128, 140</p>
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> responding appropriately to comments and questions. 	<p>Teacher's Guide: 125, 157, 168</p>

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
	<ul style="list-style-type: none"> offering personal opinions confidently without dominating. 	Student Handbook: 314, 338 Teacher's Guide: 157, 168
	<ul style="list-style-type: none"> giving appropriate reasons that support opinions. 	Teacher's Guide: 60, 125, 157, 168
	<ul style="list-style-type: none"> soliciting and respecting another person's opinion 	Student Handbook: 82, 246, 428-429 Teacher's Guide: 157, 168
1.04	Reflect on learning experiences by: <ul style="list-style-type: none"> analyzing personal learning growth and changes in perspective. 	Student Handbook: 35, 244
	<ul style="list-style-type: none"> determining how personal circumstances and background shape interaction with text. 	Student Handbook: 35, 45, 183, 200, 310, 335, 418, 436, 444 Teacher's Guide: 58, 69, 81, 91, 123, 134, 144, 155, 202, 216, 272, 317 Student Applications Book: 25, 34, 46, 54, 77, 88, 98, 108, 127, 138, 162, 179

COMPETENCY GOAL 2

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

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
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 Handbook: 45, 185, 208-209, 227-228, 240 Teacher's Guide: 125, 157, 168, 173, 177 Student Applications Book: 27, 36, 47, 56, 193
	<ul style="list-style-type: none"> analyzing the characteristics of informational works. 	Student Handbook: 55-63, 77, 94, 111-112, 126-127, 181, 196, 213, 229, 242, 249, 261 Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 178-181 Student Applications Book: 25, 33, 45, 53, 191
	<ul style="list-style-type: none"> summarizing information. 	Student Handbook: 186, 203, 217, 233, 246 Teacher's Guide: 55, 98 Student Applications Book: 70, 99
	<ul style="list-style-type: none"> determining the importance of information. 	Student Handbook: 269, 270, 271, 272, 517, 519, 524, 525 Teacher's Guide: 180, 343, 345, 347, 348, 349, 351 Student Applications Book: 115, 188, 192-193

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> making connections to related topics/information. 	<p>Student Handbook: 183, 200, 214, 230, 243, 254</p> <p>Teacher's Guide: 58, 69, 81, 91</p> <p>Student Applications Book: 25, 34, 46, 54, 68, 77, 88, 98, 108, 191, 198</p>
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	<p>Student Handbook: 40, 52, 214, 285, 653, 672</p> <p>Teacher's Guide: 40</p> <p>Student Applications Book: 10</p>
<ul style="list-style-type: none"> generating questions. 	<p>Student Handbook: 45, 185, 189, 200, 201, 205, 215, 219, 231, 235, 240, 244</p> <p>Teacher's Guide: 43, 53, 59, 64, 70, 75, 82, 87, 92</p> <p>Student Applications Book: 19, 35, 69, 80, 186, 194</p>
<p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> comparing, contrasting, and evaluating information from different sources about the same topic. 	<p>Student Handbook: 388</p> <p>Teacher's Guide: 247-251</p> <p>Student Applications Book: 152-153</p>
<ul style="list-style-type: none"> evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	<p>Student Handbook: 518-519</p> <p>Teacher's Guide: 343</p> <p>Student Applications Book: 192</p>

COMPETENCY GOAL 3

The learner will refine the understanding and use of argument.

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<p>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	<p>Student Handbook: 253, 667</p> <p>Teacher's Guide: 172, 173, 177</p> <p>Student Applications Book: 112, 114</p>
<ul style="list-style-type: none"> identifying the arguments and positions stated or implied and the evidence used to support them. 	<p>Student Handbook: 242-243, 245, 249, 253, 254-255,</p> <p>Teacher's Guide: 118, 120, 151, 152, 164, 167, 172, 175, 176</p> <p>Student Applications Book: 63, 93, 96, 109, 112</p>

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> recognizing bias, emotional factors, and/or semantic slanting. 	<p>Student Handbook: 260, 263, 287-288</p> <p>Teacher's Guide: 176, 191-192</p>
<ul style="list-style-type: none"> examining the effectiveness of style, tone, and use of language. 	<p>Student Handbook: 260, 263-264</p>
<ul style="list-style-type: none"> summarizing the author's purpose and stance. 	<p>Student Handbook: 249, 253, 255, 260, 262, 263-264</p> <p>Teacher's Guide: 171, 174, 175, 176</p> <p>Student Applications Book: 112, 114</p>
<ul style="list-style-type: none"> examining the importance and impact of establishing a position or point-of-view. 	<p>Student Handbook: 247, 263-264</p> <p>Teacher's Guide: 112, 114</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 35, 254</p> <p>Teacher's Guide: 172</p> <p>Student Applications Book: 112, 115</p>
<ul style="list-style-type: none"> drawing inferences. 	<p>Student Handbook: 40, 247, 249, 253, 254-255, 274</p> <p>Teacher's Guide: 40, 172</p> <p>Student Applications Book: 10</p>
<ul style="list-style-type: none"> responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues). 	<p>Student Handbook: 255, 260</p> <p>Teacher's Guide: 172, 175</p> <p>Student Applications Book: 115</p>
<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. 	<p>Student Handbook: 112, 286</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> utilizing the problem-solution process within various contexts/situations. 	<p>Student Handbook: 112, 286</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 125</p>

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
3.03	Study and create arguments that evaluate by: <ul style="list-style-type: none"> understanding the importance of establishing a firm judgment. 	Student Handbook: 217, 247-255, 582-583 Teacher's Guide: 157, 391-392 Student Applications Book: 207-209
	<ul style="list-style-type: none"> justifying the judgment with logical, relevant reasons, clear examples, and supporting details. 	Student Handbook: 217, 247-255, 582-583 Teacher's Guide: 157, 391-392 Student Applications Book: 207-209
	<ul style="list-style-type: none"> creating an organizing structure appropriate to purpose, audience, and context. 	Student Handbook: 247-255, 582-583 Teacher's Guide: 391-392 Student Applications Book: 207-209

COMPETENCY GOAL 4

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

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
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 Handbook: 29, 35, 36, 37, 45, 79, 82, 97, 99, 114, 115-116, 129, 130-131, 141-142, 150-154, 184, 186, 201, 202-203, 215, 217, 231, 232-233, 244, 246, 254-255, 263-264, 271-272, 311, 314, 336, 338-339, 349-350, 367, 374-375, 380-382, 387-388, 419, 429-421, 428-429, 437-438, 444-445, 486, 488, 493, 501, 524, 526 Teacher's Guide: 32, 37, 38, 59, 60, 70, 71, 82, 83, 92, 93, 98, 103, 124, 125, 135, 136, 145, 146, 156, 157, 166, 167, 172, 176-177, 181, 203, 205, 216, 218, 225, 230, 235, 240, 245, 250, 273, 274, 279, 284, 289, 318, 319, 324, 329, 348, 350 Student Applications Book: 7, 8, 9, 14, 16, 17, 18, 36, 47, 56, 70, 79, 90, 100, 109, 128, 140, 163, 180
	<ul style="list-style-type: none"> examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Handbook: 263, 287-288 Teacher's Guide: 191-192
	<ul style="list-style-type: none"> exploring and evaluating the underlying assumptions of the author/creator. 	Student Handbook: 185, 240, 652-653 Teacher's Guide: 124, 162, 435 Student Applications Book: 103
	<ul style="list-style-type: none"> understanding the effects of author's craft on the reader/viewer/listener. 	Student Handbook: 255, 264, 652-653 Teacher's Guide: 172

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
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 Handbook: 42, 655 Teacher's Guide: 167, 171-172 Student Applications Book: 107, 109-111, 112-113
	<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Handbook: 41, 653 Teacher's Guide: 40 Student Applications Book: 11
	<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Handbook: 41, 653 Teacher's Guide: 40 Student Applications Book: 41
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 Handbook: 255 Teacher's Guide: 172 Student Applications Book: 111
	<ul style="list-style-type: none"> • remaining fair-minded and open to other interpretations. 	Teacher's Guide: 168
	<ul style="list-style-type: none"> • creating a critical response/review of a work/topic. 	Student Handbook: 186, 217, 246, 339, 420 Teacher's Guide: 168, 218

COMPETENCY GOAL 5

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

Competency Objectives, Grade 7		Reader's Handbook, Grades 6-8
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 Handbook: 294-314, 315-339, 408-421, 472-488 Teacher's Guide: 195-206, 207-219, 265-275, 309-320 Student Applications Book: 71-79, 80-90, 118-128, 129-140, 154-163, 171-180
	<ul style="list-style-type: none"> • reading self-selected literature and other materials of individual interest. 	Student Handbook: 46, 613 Teacher's Guide: 206, 219, 275, 285, 320

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	<p>Student Handbook: 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501</p> <p>Teacher's Guide: 206, 219, 275, 285, 320</p> <p>Student Applications Book: 75, 83-85, 120-122, 132-135, 141, 144, 146, 149, 152, 156-159, 164, 166, 169, 173-176, 183, 185</p>
<ul style="list-style-type: none"> engaging in small group discussions. 	<p>Student Handbook: 428-429</p> <p>Teacher's Guide: 205, 214, 218, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 279, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 332, 333, 334, 335, 336, 337, 338</p>
<ul style="list-style-type: none"> analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. 	<p>Student Handbook: 360-367, 372, 394-395, 426-427, 448, 450, 481</p> <p>Teacher's Guide: 239, 255-256, 292-293, 294, 333</p> <p>Student Applications Book: 146-147, 165, 185</p>
<ul style="list-style-type: none"> analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	<p>Student Handbook: 306-308, 309, 313, 323, 326, 331, 332, 333, 334, 340-350, 365, 366, 368-375, 376-382, 390, 392-393, 397, 398-399, 400-401, 403, 405, 456, 484, 489-493, 498-500, 507-508, 511</p> <p>Teacher's Guide: 220-226, 229, 234, 237-241, 242-246, 254-255, 255-256, 257-258-259, 261, 263, 321-325, 328, 333, 335, 338</p> <p>Student Applications Book: 141-143, 145, 147, 148-149, 150-152, 181-182</p>
<ul style="list-style-type: none"> analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. 	<p>Student Handbook: 376-382, 383-388</p> <p>Teacher's Guide: 242-246, 263, 321-325, 338</p> <p>Student Applications Book: 150-151, 181-182</p>
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>Teacher's Guide: 60, 71, 83, 93, 125, 136, 146, 157, 168, 205, 218, 274, 319, 350</p>
<ul style="list-style-type: none"> analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Handbook: 42, 45, 183, 200, 214, 230, 243, 310, 335, 346-348, 418, 485, 523</p> <p>Teacher's Guide: 36, 41, 43, 123, 144, 155, 165, 202, 216, 223, 224, 225, 272, 317</p> <p>Student Applications Book: 141-143, 145, 147, 148-149, 150-152, 181-182</p>

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<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., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). 	<p>Student Handbook: 174-176, 179, 190, 194-195, 207, 210-211, 214, 221, 224-227, 229, 230, 236, 238-239, 248, 250-252, 254, 258-259, 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501</p> <p>Teacher's Guide: 126, 137, 147, 158, 169, 206, 219, 231, 236, 241, 246, 275, 280, 285, 290, 320, 325, 330</p> <p>Student Applications Book: 75, 83-85, 94-96, 102-104, 120-121, 132-135, 141, 144, 146, 149, 152, 156-159, 164, 166, 170, 173-176</p>
<ul style="list-style-type: none"> analyzing what genre specific characteristics have on the meaning of the work. 	<p>Student Handbook: 396</p> <p>Teacher's Guide: 256-257</p>
<ul style="list-style-type: none"> analyzing how the author's choice and use of a genre shapes the meaning of the literary work. 	<p>Student Handbook: 396</p> <p>Teacher's Guide: 256-257</p>
<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. 	<p>Student Handbook: 354-357</p> <p>Teacher's Guide: 229</p> <p>Student Applications Book: 145, 147, 149</p>

COMPETENCY GOAL 6

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

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> 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. 	<p>Student Handbook: 615-620, 621-623, 624-625, 626-629, 630</p> <p>Teacher's Guide: 417-423</p> <p>Student Applications Book: 220-223</p>
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	<p>Student Handbook: 608-614, 631-634</p> <p>Teacher's Guide: 414-416</p> <p>Student Applications Book: 218-219</p>
<ul style="list-style-type: none"> determining when and where dialects and standard/nonstandard English usage are appropriate. 	<p>Student Handbook: 394-395</p> <p>Teacher's Guide: 255-256</p>

Competency Objectives, Grade 7	Reader's Handbook, Grades 6-8
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p>
<ul style="list-style-type: none"> • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book:209</p>



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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	Reader's Handbook, Grades 6-8
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 Applications Book: 84
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 Handbook: 186, 202-203, 217, 232-233, 246 Teacher's Guide: 125, 126, 136, 137, 146, 147, 157, 158, 168, 169, 173 Student Applications Book: 69, 71, 79, 87, 89, 99
<ul style="list-style-type: none"> • reviewing the characteristics of expressive works. 	Student Handbook: 55-65, 179, 181-182, 196-199, 213, 229, 242-243, 249-253, 261-262 Teacher's Guide: 46-49, 121, 132, 143, 154, 164, 171, 175 Student Applications Book: 67-68, 77, 85, 97, 105
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/listener. 	Student Handbook: 185, 200, 247, 263 Teacher's Guide: 124, 170 Student Applications Book: 77, 86
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Handbook: 183, 200, 214, 230, 243, 254 Teacher's Guide: 123, 134, 144, 155, 165 Student Applications Book: 68, 78, 86, 98, 106
<ul style="list-style-type: none"> • drawing inferences. 	Student Handbook: 40 Teacher's Guide: 40 Student Applications Book: 10

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> generating a learning log or journal. 	<p>Student Handbook: 314, 420</p> <p>Teacher's Guide: 204, 214, 229, 234, 244, 268, 269, 271, 323, 328</p> <p>Student Applications Book: 106, 127, 143, 145, 150, 158, 161, 165</p>
<ul style="list-style-type: none"> taking an active role in and/or leading formal/informal book/media talks. 	<p>Student Handbook: 232, 246, 314, 338</p> <p>Teacher's Guide: 168, 279</p>
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> shares personal reactions to questions raised. 	<p>Teacher's Guide: 157, 168</p>
<ul style="list-style-type: none"> gives reasons and cites examples from text in support of expressed opinions. 	<p>Teacher's Guide: 60, 125, 157, 168</p>
<ul style="list-style-type: none"> clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	<p>Student Handbook: 82, 246, 428-429</p> <p>Teacher's Guide: 157, 168</p>
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. 	<p>Student Handbook: 35, 244</p>
<ul style="list-style-type: none"> evaluating personal circumstances and background that shape interaction with text. 	<p>Student Handbook: 35, 45, 183, 200, 310, 335, 418, 436, 444</p> <p>Teacher's Guide: 58, 69, 81, 91, 123, 134, 144, 155, 202, 216, 272, 317</p> <p>Student Applications Book: 24, 34, 43, 51, 65, 75, 85, 95, 105, 125, 136, 160, 176, 190, 198, 205</p>

COMPETENCY GOAL 2

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

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
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 Handbook: 45, 185, 208-209, 227-228, 240 Teacher's Guide: 125, 157, 168, 173, 177 Student Applications Book: 34, 44, 51, 65, 76, 87, 95, 105
<ul style="list-style-type: none"> • recognizing the characteristics of informational materials. 	Student Handbook: 55-63, 77, 94, 111-112, 126-127, 181, 196, 213, 229, 242, 249, 261 Teacher's Guide: 51-61, 62-72, 73-84, 85-94, 178-181 Student Applications Book: 26, 23, 33, 43, 50, 64, 75, 84, 94, 104
<ul style="list-style-type: none"> • summarizing information. 	Student Handbook: 186, 203, 217, 233, 246 Teacher's Guide: 55, 98 Student Applications Book: 33, 67, 96, 192
<ul style="list-style-type: none"> • determining the importance and accuracy of information. 	Student Handbook: 269, 270, 271, 272, 517, 519, 524, 525 Teacher's Guide: 180, 343, 345, 347, 348, 349, 351 Student Applications Book: 115, 188, 192
<ul style="list-style-type: none"> • making connections to related topics/information. 	Student Handbook: 183, 200, 214, 230, 243, 254 Teacher's Guide: 58, 69, 81, 91 Student Applications Book: 65, 75, 85, 95, 105, 190, 198
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Student Handbook: 40, 52, 214, 285, 653, 672 Teacher's Guide: 40 Student Applications Book: 10
<ul style="list-style-type: none"> • generating questions. 	Student Handbook: 45, 185, 189, 200, 201, 205, 215, 219, 231, 235, 240, 244 Teacher's Guide: 43, 53, 59, 64, 70, 75, 82, 87, 92 Student Applications Book: 17, 27, 35, 45, 46, 66, 78, 103, 185, 193
<ul style="list-style-type: none"> • extending ideas. 	Teacher's Guide: 123, 125, 144, 157 Student Applications Book: 105

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
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 Handbook: 185, 231, 244, 249, 253, 257, 263 Teacher's Guide: 155, 163
<ul style="list-style-type: none"> • understanding the focus. 	Student Handbook: 185, 231, 232, 249, 253, 257 Teacher's Guide: 123, 124, 164, 166
<ul style="list-style-type: none"> • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	Student Handbook: 518-519 Teacher's Guide: 343 Student Applications Book: 188
<ul style="list-style-type: none"> • researching and organizing information to achieve purpose. 	Student Handbook: 514-526 Teacher's Guide: 83 Student Applications Book: 185-192, 193-200
<ul style="list-style-type: none"> • using notes and/or memory aids to structure information. 	Student Handbook: 520, 526 Teacher's Guide: 344, 345 Student Applications Book: 208-209
<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 Handbook: 538-547 Teacher's Guide: 367 Student Applications Book: 193-200

COMPETENCY GOAL 3

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

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
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 Handbook: 253, 667 Teacher's Guide: 172, 173, 177 Student Applications Book: 111, 112
<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 Handbook: 242-243, 245, 249, 253, 254-255 Teacher's Guide: 118, 120, 151, 152, 164, 167, 172, 175, 176 Student Applications Book: 63, 93, 96, 109, 112

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> comparing the argument and counter-argument presented. 	<p>Student Handbook: 249, 253, 255</p> <p>Teacher's Guide: 172</p> <p>Student Applications Book: 109</p>
<ul style="list-style-type: none"> identifying/evaluating the effectiveness of tone, style, and use of language. 	<p>Student Handbook: 263-264</p>
<ul style="list-style-type: none"> evaluating the author's purpose and stance. 	<p>Student Handbook: 249, 253, 255, 260, 262, 263-264</p> <p>Teacher's Guide: 171, 174, 175, 176</p> <p>Student Applications Book: 109, 111</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 35, 254</p> <p>Teacher's Guide: 172</p> <p>Student Applications Book: 109, 111, 112</p>
<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). 	<p>Student Handbook: 255, 260</p> <p>Teacher's Guide: 172, 175</p> <p>Student Applications Book: 111, 112</p>
<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. 	<p>Student Handbook: 112-286</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> utilizing the problem-solution process within various contexts/situations. 	<p>Student Handbook: 112, 286</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 125</p>
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Handbook: 582-583</p> <p>Teacher's Guide: 125</p>
<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. 	<p>Student Handbook: 217, 247-255, 582-583</p> <p>Teacher's Guide: 157, 391-392</p> <p>Student Applications Book: 208-209</p>

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. 	<p>Student Handbook: 217, 247-255, 582-583</p> <p>Teacher's Guide: 391-392</p> <p>Student Applications Book: 208-209</p>
<ul style="list-style-type: none"> arranging details, reasons, and examples effectively and persuasively. 	<p>Student Handbook: 217, 247-255, 582-583</p> <p>Teacher's Guide: 391-392</p> <p>Student Applications Book: 208-209</p>
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>Student Handbook: 247-255, 582-583</p> <p>Teacher's Guide: 391-392</p>

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	Reader's Handbook, Grades 6-8
<p>4.01 Analyze the purpose of the author or creator and the impact of that purpose by:</p> <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	<p>Student Handbook: 29, 35, 36, 37, 45, 79, 82, 97, 99, 114, 115-116, 129, 130-131, 141-142, 150-154, 184, 186, 201, 202-203, 215, 217, 231, 232-233, 244, 246, 254-255, 263-264, 271-272, 311, 314, 336, 338-339, 349-350, 367, 374-375, 380-382, 387-388, 419, 429-421, 428-429, 437-438, 444-445, 486, 488, 493, 501, 524, 526</p> <p>Teacher's Guide: 32, 37, 38, 59, 60, 70, 71, 82, 83, 92, 93, 98, 103, 124, 125, 135, 136, 145, 146, 156, 157, 166, 167, 172, 176-177, 181, 203, 205, 216, 218, 225, 230, 235, 240, 245, 250, 273, 274, 279, 284, 289, 318, 319, 324, 329, 348, 350</p> <p>Student Applications Book: 7, 8, 9, 14, 16, 17, 24, 26, 36, 45, 53, 67, 77, 87, 96, 106, 127, 139, 161, 178</p>
<ul style="list-style-type: none"> evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	<p>Student Handbook: 263, 287-288</p> <p>Teacher's Guide: 191-192</p>
<ul style="list-style-type: none"> evaluating the underlying assumptions of the author/creator. 	<p>Student Handbook: 185, 240, 652-653</p> <p>Teacher's Guide: 124, 162, 435</p> <p>Student Applications Book: 103</p>
<ul style="list-style-type: none"> evaluating the effects of author's craft on the reader/viewer/listener. 	<p>Student Handbook: 255, 264, 652-653</p> <p>Teacher's Guide: 172</p>

Competency Objectives, Grade 8		Reader's Handbook, Grades 6-8
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 Handbook: 42, 655 Teacher's Guide: 167, 171-172
	<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Handbook: 41, 643 Teacher's Guide: 40 Student Applications Book: 11, 200
	<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Handbook: 41, 653 Teacher's Guide: 40
4.03	Use the stance of a critic to: <ul style="list-style-type: none"> • consider alternative points of view or reasons. 	Student Handbook: 223, 245, 654-655 Teacher's Guide: 167, 172
	<ul style="list-style-type: none"> • remain fair-minded and open to other interpretations. 	Student Handbook: 223, 654-655
	<ul style="list-style-type: none"> • constructing a critical response/view of a work/topic. 	Student Handbook: 222-223, 245, 518-519, 545-546 Teacher's Guide: 151, 152, 164, 167, 171, 172, 175

COMPETENCY GOAL 5

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

Competency Objectives, Grade 8		Reader's Handbook, Grades 6-8
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 Handbook: 294-314, 315-339, 408-421, 472-488 Teacher's Guide: 195-206, 207-219, 265-275, 309-320 Student Applications Book: 68-77, 78-87, 116-127, 128-140, 154-161, 168-178
	<ul style="list-style-type: none"> • reading self-selected literature and other materials of interest to the individual. 	Student Handbook: 46, 613 Teacher's Guide: 206, 219, 275, 285, 320

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	<p>Student Handbook: 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501</p> <p>Teacher's Guide: 206, 219, 275, 285, 320</p> <p>Student Applications Book: 72-74, 81-82, 91-93, 118-122, 131-132, 140, 142, 144, 147, 152, 156, 159, 162, 164, 166, 170-173, 183, 184</p>
<ul style="list-style-type: none"> analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. 	<p>Student Handbook: 306-308, 309, 313, 323, 326, 331, 332, 333, 334, 340-350, 365, 366, 368-375, 376-382, 390, 392-393, 397, 398-399, 400-401, 403, 405, 456, 484, 489-493, 498-500, 507-508, 511</p> <p>Teacher's Guide: 220-226, 229, 234, 237-241, 242-246, 254-255, 255-256, 257-258-259, 261, 263, 321-325, 328, 333, 335, 338</p> <p>Student Applications Book: 140-141, 143, 145, 146-148, 149-151, 179-181</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 Handbook: 360-367, 372, 394-395, 404, 426-427, 450, 467, 481</p> <p>Teacher's Guide: 239, 255-256, 292-293, 294, 306, 333</p> <p>Student Applications Book: 144, 163, 183</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 Handbook: 376-382, 383-388</p> <p>Teacher's Guide: 242-246, 263, 321-325, 338</p> <p>Student Applications Book: 149-152, 179-181</p>
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences, and within various contexts. 	<p>Teacher's Guide: 60, 71, 83, 93, 125, 136, 146, 157, 168, 205, 218, 274, 319, 350</p>
<ul style="list-style-type: none"> analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Handbook: 42, 45, 183, 200, 214, 230, 243, 310, 335, 346-348, 418, 485, 523</p> <p>Teacher's Guide: 36, 41, 43, 123, 144, 155, 165, 202, 216, 223, 224, 225, 272, 317</p> <p>Student Applications Book: 12, 71, 76, 86, 90, 124, 128, 136, 138, 140-141</p>

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<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 Handbook: 174-176, 179, 190, 194-195, 207, 210-211, 214, 221, 224-227, 229, 230, 236, 238-239, 248, 250-252, 254, 258-259, 296-303, 319-320, 323, 324, 327, 328, 329, 330, 335, 342, 346, 347, 348, 352, 354, 355, 356, 357, 361, 362, 364, 365, 366, 370, 372, 410, 418, 423, 424, 428, 431, 433, 435, 436, 440, 443, 478-480, 485, 491, 496, 497, 498, 499, 500, 501</p> <p>Teacher's Guide: 126, 137, 147, 158, 169, 206, 219, 231, 236, 241, 246, 275, 280, 285, 290, 320, 325, 330</p> <p>Student Applications Book: 72-74, 81-82, 118-122, 131-133, 140, 142, 144, 147, 152, 156, 159, 164, 166, 170-173, 183, 184</p>
<ul style="list-style-type: none"> evaluating what impact genre-specific characteristics have on the meaning of the text. 	<p>Student Handbook: 396</p> <p>Teacher's Guide: 256-257</p>
<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 Handbook: 396</p> <p>Teacher's Guide: 256-257</p>
<ul style="list-style-type: none"> evaluating what impact literary elements have on the meaning of the text. 	<p>Student Handbook: 345, 347, 354-355, 356, 357, 365, 366</p> <p>Teacher's Guide: 220-226, 227-231, 232-236, 237-241, 242-246, 321</p> <p>Student Applications Book: 140-141 142-143, 144-145, 146-148, 149-151, 179-181</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> 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. 	<p>Student Handbook: 615-620, 621-623, 624-625, 626-629, 630</p> <p>Teacher's Guide: 417-423</p> <p>Student Applications Book: 220-223</p>
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	<p>Student Handbook: 608-614, 631-634</p> <p>Teacher's Guide: 414-416</p> <p>Student Applications Book: 218-219</p>
<ul style="list-style-type: none"> evaluating the use and power of dialects in standard/nonstandard English usage. 	<p>Student Handbook: 394-395</p> <p>Teacher's Guide: 255-256</p>

Competency Objectives, Grade 8	Reader's Handbook, Grades 6-8
<ul style="list-style-type: none"> applying correct language conventions and usage during formal oral presentations. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p>
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p>
<ul style="list-style-type: none"> producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. 	<p>Student Handbook: 583</p> <p>Teacher's Guide: 392</p> <p>Student Applications Book: 209</p>



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

COMPETENCY GOAL 1

The learner will express reflections and reactions to print and non-print text and personal experiences.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
1.01 Narrate personal experiences that offer an audience: <ul style="list-style-type: none"> • scenes and incidents located effectively in time and place. 	Student Handbook: 287 Teacher's Guide: 136, 138, 148
<ul style="list-style-type: none"> • vivid impressions of being in a setting and a sense of engagement in the events occurring. 	Teacher's Guide: 138
<ul style="list-style-type: none"> • appreciation for the significance of the account. 	Teacher's Guide: 148
<ul style="list-style-type: none"> • a sense of the narrator's personal voice. 	Teacher's Guide: 138
1.02 Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience: <ul style="list-style-type: none"> • an understanding of the student's personal reaction to the text. 	Student Handbook: 179, 224, 286, 406 Teacher's Guide: 188, 255, 256, 259 Student Applications Book: 62, 101, 103, 120, 122, 131, 133
<ul style="list-style-type: none"> • a sense of how the reaction results from a careful consideration of the text. 	Student Handbook: 179, 224, 286, 406 Teacher's Guide: 188, 255, 256, 259 Student Applications Book: 62, 101, 103, 120, 122, 131, 133
<ul style="list-style-type: none"> • an awareness of how personal and cultural influences affect the response. 	Student Handbook: 286 Teacher's Guide: 146

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<p>1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155</p> <p>Student Applications Book: 61, 70, 81, 92-93, 100</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156</p> <p>Student Applications Book: 62, 71, 82, 91-92, 101, 105, 107</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 72, 73, 81, 92, 102</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175</p> <p>Student Applications Book: 18, 19, 62, 64, 70, 83</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 73, 83, 93, 101</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16, 81, 90, 105</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239,</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p> <p>Student Applications Book: 58, 92, 99</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152</p> <p>Student Applications Book: 62, 72, 82, 91-92, 101</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176</p> <p>Student Applications Book: 58, 66, 69, 72, 102</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215</p> <p>Teacher's Guide: 107, 115</p> <p>Student Applications Book: 69, 70, 71, 72, 73, 76, 83, 90, 91, 92, 100</p>
<ul style="list-style-type: none"> identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263</p> <p>Teacher's Guide: 159-176</p> <p>Student Applications Book: 62, 64, 69, 71, 72, 73, 86, 91, 105, 108</p>

COMPETENCY GOAL 2

The learner will explain meaning, describe processes, and answer research questions to inform an audience.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<p>2.01 Demonstrate the ability to read , listen to and view a variety of increasingly complex print and non-print informational texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p> <p>Student Applications Book: 20-30, 31-39, 40-46, 197-204, 205-206, 207-209</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p> <p>Student Applications Book: 28, 37, 44, 186</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p> <p>Student Applications Book: 20, 21, 26, 27, 28, 30, 32, 36, 37, 41, 43, 45, 46, 48, 50, 51, 182, 185, 186, 188, 199, 200, 201, 207</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 80, 94, 110, 116, 122, 526-527, 579-580</p> <p>Teacher's Guide: 53, 62, 70, 371, 376, 380</p> <p>Student Applications Book: 200, 206</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 579-580</p> <p>Teacher's Guide: 371</p> <p>Student Applications Book: 200, 206</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 84, 97, 108-109, 524, 577-578</p> <p>Teacher's Guide: 36, 50, 59, 67, 336, 369, 378</p> <p>Student Applications Book: 29, 37, 45, 187, 202, 209</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 80, 82, 94</p> <p>Teacher's Guide: 57, 67, 68, 73, 77, 335, 368, 369</p> <p>Student Applications Book: 20, 26, 30, 32, 37, 43, 45, 46, 48, 50, 51, 182, 199, 201, 207</p>
<ul style="list-style-type: none"> identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 134-151, 528-537</p> <p>Teacher's Guide: 88-101, 340-344</p>
<p>2.02 Explain commonly used terms and concepts by:</p> <ul style="list-style-type: none"> clearly stating the subject to be defined. 	<p>Student Handbook: 74, 89, 101, 514, 572</p> <p>Teacher's Guide: 47, 56, 65, 333, 367</p> <p>Student Applications Book: 20, 31, 40, 182, 197</p>
<ul style="list-style-type: none"> classifying the terms and identifying distinguishing characteristics. 	<p>Student Handbook: 98, 116, 528-537</p> <p>Teacher's Guide: 59, 60, 88-101, 340-344</p> <p>Student Applications Book: 28, 38, 44, 49-50</p>
<ul style="list-style-type: none"> organizing ideas and details effectively. 	<p>Student Handbook: 80, 81, 82, 86, 94, 95, 96, 106, 107, 109, 110, 115, 117, 122, 123, 520, 522, 524, 527, 575, 576, 577</p> <p>Teacher's Guide: 48, 49, 57, 58, 59, 67, 68, 72, 73, 76, 77, 334, 335, 336, 338, 368, 369</p> <p>Student Applications Book: 182, 185, 186, 187, 188, 197, 199, 200, 201, 206, 207</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> demonstrating a clear sense of audience and purpose. 	<p>Student Handbook: 74, 82, 89, 95, 101, 107, 514-517, 521-522, 572, 576</p> <p>Teacher's Guide: 47, 49, 56, 58, 65, 66, 333, 335</p> <p>Student Applications Book: 20, 26, 31, 36, 40, 43, 182, 185, 197, 200</p>
<p>2.03 Instruct an audience in how to perform specific operations or procedures by:</p> <ul style="list-style-type: none"> considering the audience's degree of knowledge or understanding. 	<p>Teacher's Guide: 375</p>
<ul style="list-style-type: none"> providing complete and accurate information. 	<p>Teacher's Guide: 375</p> <p>Student Applications Book: 206</p>
<ul style="list-style-type: none"> using visuals and media to make presentations/products effective. 	<p>Student Handbook: 209, 552</p> <p>Teacher's Guide: 353</p> <p>Student Applications Book: 189-196</p>
<p>2.04 Form and refine a question for investigation, using a topic of personal choice, and answer that question by:</p> <ul style="list-style-type: none"> deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media. 	<p>Student Handbook: 87, 98, 192, 691-694, 695-696, 707</p> <p>Teacher's Guide: 426-429, 431</p>
<ul style="list-style-type: none"> prioritizing and organizing the information. 	<p>Student Handbook: 707-708</p> <p>Teacher's Guide: 430, 431</p>
<ul style="list-style-type: none"> incorporating effective media and technology to inform or explain. 	<p>Student Handbook: 209, 552</p> <p>Teacher's Guide: 353</p> <p>Student Applications Book: 189-196</p>
<ul style="list-style-type: none"> report (in written and/or presentational form) the research in an appropriate form for a specified audience. 	<p>Student Handbook: 87, 98, 192</p> <p>Teacher's Guide: 128</p>

COMPETENCY GOAL 3

The learner will examine argumentation and develop informed opinions.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
3.01 Study argument by: <ul style="list-style-type: none"> • examining relevant reasons and evidence. 	Student Handbook: 225-234, 235-245 Teacher's Guide: 116, 125, 151, 152, 156-157 Student Applications Book: 105, 108
<ul style="list-style-type: none"> • noting the progression of ideas that substantiate the proposal. 	Student Handbook: 230, 234, 242 Student Applications Book: 105, 108
<ul style="list-style-type: none"> • analyzing style, tone, and use of language for a particular effect. 	Student Handbook: 233, 244 Teacher's Guide: 157
<ul style="list-style-type: none"> • identifying and analyzing personal, social, historical, or cultural influences contexts, or biases. 	Student Handbook: 252 Teacher's Guide: 152, 165
<ul style="list-style-type: none"> • identifying and analyzing rhetorical strategies that support proposals. 	Student Handbook: 260 Teacher's Guide: 173
3.02 Express an informed opinion that: <ul style="list-style-type: none"> • states clearly a personal view. 	Student Handbook: 180 Teacher's Guide: 119, 397 Student Applications Book: 74, 220-221
<ul style="list-style-type: none"> • is logical and coherent. 	Student Handbook: 180 Teacher's Guide: 119, 397 Student Applications Book: 220-221
<ul style="list-style-type: none"> • engages the reader's interest or curiosity. 	Student Handbook: 180 Teacher's Guide: 119, 397 Student Applications Book: 220-221
3.03 Support that informed opinion by: <ul style="list-style-type: none"> • providing relevant and convincing reasons. 	Student Handbook: 180, 168-179, 225-234, 235-245 Teacher's Guide: 119, 397 Student Applications Book: 220-221
<ul style="list-style-type: none"> • using various types of evidence, such as experience or facts. 	Student Handbook: 180, 168-179, 225-234, 235-245 Teacher's Guide: 119, 397 Student Applications Book: 220-221

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> using appropriate and effective language, reasons, and organizational structure for the audience and purpose. 	<p>Student Handbook: 180, 168-179, 225-234, 235-245</p> <p>Teacher's Guide: 397</p> <p>Student Applications Book: 220-221</p>
<ul style="list-style-type: none"> demonstrating awareness of the possible questions, concerns, or counterarguments of the audience. 	<p>Student Handbook: 180, 168-179, 225-234, 235-245</p>
<p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary ready strategies appropriate to readers' purpose 	<p>Student Handbook: 172, 179, 229, 239</p> <p>Teacher's Guide: 115, 118, 151, 155</p> <p>Student Applications Book: 70</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 175, 230, 240</p> <p>Teacher's Guide: 42-43, 117, 151, 156</p> <p>Student Applications Book: 71, 105, 107</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 178, 231</p> <p>Teacher's Guide: 115, 118, 152</p> <p>Student Applications Book: 72, 73</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 175, 179, 259, 262</p> <p>Teacher's Guide: 42, 118, 156</p> <p>Student Applications Book: 18, 19, 70</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 73, 83, 93, 101</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177</p> <p>Teacher's Guide: 40, 116</p> <p>Student Applications Book: 12, 13, 16, 105</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 232, 239</p> <p>Teacher's Guide: 155</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Handbook: 41, 51, 176-177, 231 Teacher's Guide: 36, 117, 152 Student Applications Book: 72
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	Student Handbook: 232-233, 236, 244-245 Teacher's Guide: 115, 116, 157 Student Applications Book: 66, 69, 72
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	Student Handbook: 174 Teacher's Guide: 115 Student Applications Book: 69, 70, 71, 72, 73
<ul style="list-style-type: none"> identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	Student Handbook: 173, 233, 244, 246-263 Teacher's Guide: 159-176 Student Applications Book: 69, 71, 72, 73, 105, 108

COMPETENCY GOAL 4

The learner will create and use standards to critique communication.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
4.01 Evaluate the effectiveness of communication by: <ul style="list-style-type: none"> examining the use of strategies in a presentation/product. 	Student Handbook: 232-233, 243-244 Teacher's Guide: 152, 157 Student Applications Book: 80, 105
<ul style="list-style-type: none"> applying a set of predetermined standards. 	Student Handbook: 174, 185-187, 229-230, 231-230, 245 Teacher's Guide: 124, 125, 151, 157 Student Applications Book: 80, 105
<ul style="list-style-type: none"> creating an additional set of standards and applying them to the presentation/product. 	Student Handbook: 234 Teacher's Guide: 152
<ul style="list-style-type: none"> comparing effective strategies used in different presentations/products. 	Student Handbook: 232-233
4.02 Read and critique various genres by: <ul style="list-style-type: none"> using preparation, engagement, and reflection strategies appropriate for the text. 	Student Handbook: 155-167, 168-180, 181-192, 225-234, 235-245 Teacher's Guide: 124, 125, 151, 157 Student Applications Book: 57-64, 65-74, 75-84, 104-105, 106-108

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and using standards to evaluate aspects of the work or the work as a whole. 	<p>Student Handbook: 174, 185-187, 229-230, 231-232, 239, 244</p> <p>Teacher's Guide: 124, 125, 151, 157</p>
<ul style="list-style-type: none"> judging the impact of different stylistic and literary devices on the work. 	<p>Student Handbook: 244</p> <p>Teacher's Guide: 157</p> <p>Student Applications Book: 158-159, 161</p>
<p>4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary ready strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 61, 70, 81, 92-93, 100, 118, 130, 154, 171</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 71, 82, 91-92, 101, 105, 107, 118-119, 130, 154, 172</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 72, 73, 81, 92, 102</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 18, 19, 62, 64, 70, 83, 143</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 73, 83, 93, 101, 117, 133, 156</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16, 81, 90, 105, 138, 141, 146, 149, 181</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239,</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p> <p>Student Applications Book: 58, 92, 99</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 62, 72, 82, 91-92, 101, 119-120, 131, 154-155, 173</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p> <p>Student Applications Book: 58, 66, 69, 72, 102</p>
<ul style="list-style-type: none"> identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 69, 70, 71, 72, 73, 76, 83, 90, 91, 92, 100, 118, 119, 125, 130, 136, 144, 170, 171, 172, 178, 179</p>

COMPETENCY GOAL 5

The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
5.01 Read and analyze various literary works by: <ul style="list-style-type: none"> • using effective reading strategies for preparation, engagement, reflection. 	Student Handbook: 267-287, 288-312, 389-399, 447-468 Teacher's Guide: 130-139, 140-149, 178-188, 189-200, 250-259, 296-304 Student Applications Book: 57-64, 85-93, 94-103, 109-122, 123-134, 150-156, 166-174
<ul style="list-style-type: none"> • recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), non-fiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). 	Student Handbook: 155-167, 193-209, 210-224, 267-287, 288-312, 375, 389-399, 447-468 Teacher's Guide: 108, 136, 146, 184, 196, 256, 292, 301 Student Applications Book: 62, 91, 101, 118-119, 130, 154, 172
<ul style="list-style-type: none"> • interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. 	Student Handbook: 244, 247, 307, 317-318, 351-358, 357, 373, 376, 383, 403, 404, 405, 425, 427, 429, 430, 433, 436, 440, 442, 472-476, 479, 503 Teacher's Guide: 196, 223-227, 237, 238, 241, 247, 276, 278, 293, 324 Student Applications Book: 158
<ul style="list-style-type: none"> • understanding the importance of tone, mood, diction, and style. 	Student Handbook: 307, 326-327, 382, 385, 396, 405, 412, 424, 434, 443, 492-493 Teacher's Guide: 208, 246, 249, 285 Student Applications Book: 159, 161
<ul style="list-style-type: none"> • explaining and interpreting archetypal characters, themes, settings. 	Student Handbook: 323-331, 332-344, 345-350, 477-484 Teacher's Guide: 206-210, 211-217, 218-222, 310-314, 318
<ul style="list-style-type: none"> • explaining how point of view is developed and its effect on literary texts. 	Student Handbook: 295, 379-380 Teacher's Guide: 244
<ul style="list-style-type: none"> • determining a character's traits from his/her actions, speech, appearance, or what others say about him or her. 	Student Handbook: 332-344 Teacher's Guide: 211-217 Student Applications Book: 130, 140-142

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> explaining how the writer creates character, setting, motif, theme, and other elements. 	<p>Student Handbook: 323-331, 332-344, 345-350, 477-484</p> <p>Teacher's Guide: 207-210, 211-217, 218-222, 235, 245, 248</p> <p>Student Applications Book: 137-139, 140-141, 143-144, 146, 147, 177-179</p>
<ul style="list-style-type: none"> making thematic connections among literary texts and media and contemporary issues. 	<p>Student Handbook: 345-350, 359-365, 477-484, 495-496</p> <p>Teacher's Guide: 228-232</p> <p>Student Applications Book: 148-149</p>
<ul style="list-style-type: none"> understanding the importance of cultural and historical impact on literary texts. 	<p>Student Handbook: 294, 300, 323-324, 326-327</p> <p>Teacher's Guide: 50, 146, 199</p>
<ul style="list-style-type: none"> producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre. 	<p>Student Handbook: 287, 399, 407</p> <p>Teacher's Guide: 187, 199</p> <p>Student Applications Book: 156</p>
<p>5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.</p>	<p>Student Handbook: 157-158, 161, 164, 170-171, 176, 183-184, 189, 197-198, 200-201, 213, 216-218, 227-228, 231, 238-240, 243, 270-275, 295, 296, 299, 300, 301, 315, 318, 324, 329, 335, 336, 337, 339-340, 341, 342, 352, 353, 354, 356, 357, 391, 395, 397, 401, 403, 404, 405, 409, 414, 416, 418, 419, 420, 421, 454-455, 461-462, 463, 465, 470, 471, 472-473, 474, 475, 478, 480, 487-488, 490, 492, 497, 574, 578, 583, 584, 590, 591</p> <p>Teacher's Guide: 200, 205, 210, 217, 222, 232, 258, 264, 268, 309, 314, 319</p> <p>Student Applications Book: 59-60, 66-68, 76-79, 87-89, 92, 96-99, 104-105, 106, 111-116, 126-129, 137, 140, 142, 145, 148, 152, 157, 160, 163, 167-170, 173, 175, 176, 180, 198-199, 208</p>
<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 61, 70, 81, 92-93, 100, 118, 130, 154, 171</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 71, 82, 91-92, 101, 105, 107, 118-119, 130, 154, 172</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 72, 73, 81, 92, 102</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 18, 19, 62, 64, 70, 83, 143</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 73, 83, 93, 101, 117, 133, 156</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16, 81, 90, 105, 138, 141, 146, 149, 181</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239,</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p> <p>Student Applications Book: 58, 92, 99</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 62, 72, 82, 91-92, 101, 119-120, 131, 154-155, 173</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p> <p>Student Applications Book: 58, 66, 69, 72, 102</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 69, 70, 71, 72, 73, 76, 83, 90, 91, 92, 100, 118, 119, 125, 130, 136, 144, 170, 171, 172, 178, 179</p>
<ul style="list-style-type: none"> identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 62, 64, 69, 71, 72, 73, 86, 91, 105, 108</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<p>6.01 Demonstrate an understanding of conventional written and spoken expression that:</p> <ul style="list-style-type: none"> analyzes the place and role of dialects and standard/nonstandard English. 	<p>Student Handbook: 372</p> <p>Teacher's Guide: 237</p>
<ul style="list-style-type: none"> uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words. 	<p>Student Handbook: 664-665, 666-672, 673-676</p> <p>Teacher's Guide: 418-420</p> <p>Student Applications Book: 232-234</p>
<p>6.02 Discern and correct errors in spoken and written English by:</p> <ul style="list-style-type: none"> avoiding fragments, run-ons, and comma splices. 	<p>Student Handbook: 631</p> <p>Student Applications Book: 221</p>

Competency Objectives, English I	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> • selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs. 	<p>Student Handbook: 631</p>
<ul style="list-style-type: none"> • editing for spelling and mechanics (punctuation and capitalization). 	<p>Student Handbook: 631 Teacher's Guide: 398 Student Applications Book: 221</p>



Reader's Handbook © 2002
North Carolina English Language Arts
 correlated to
Standard Course of Study and Grade Level Competencies
English II

COMPETENCY GOAL 1

The learner will react to and reflect upon print and non-print text and personal experiences by examining situations from both subjective and objective perspectives.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by: <ul style="list-style-type: none"> • explaining the significance of the reminiscence from an objective perspective. 	Teacher's Guide: 138, 148
1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by: <ul style="list-style-type: none"> • relating personal knowledge to textual information or class discussion. 	Student Handbook: 179, 180, 286 Teacher's Guide: 120, 188 Student Applications Book: 29, 37, 45, 63, 70-71, 81, 91, 102, 121, 133-134, 172-173, 188, 195, 203
<ul style="list-style-type: none"> • showing an awareness of one's own culture as well as the cultures of others. 	Student Handbook: 87
<ul style="list-style-type: none"> • exhibiting an awareness of culture in which text is set or in which text was written. 	Student Handbook: 87 Teacher's Guide: 139, 149
1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466 Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317 Student Applications Book: 62, 78, 80, 86, 89, 96, 101, 118, 120, 126, 132, 152, 154, 167, 170-171

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 70, 80, 90, 102, 120, 133, 154, 172</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 68, 70, 71, 79, 82, 83, 86, 90, 92, 96, 101, 102, 106, 108, 109, 110, 120, 121, 122, 123, 124, 126, 132, 133, 134, 135, 136, 138, 140, 142, 144, 145, 147, 149, 153, 154, 155, 156, 158, 161, 163, 164, 167, 171, 172, 177, 178, 179, 181</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 18-19, 57, 62, 64, 79, 83, 145</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 96, 136, 149</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 140, 142, 147</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239,</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 63, 70-71, 81, 91, 102, 121, 133-134, 172-173</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p> <p>Student Applications Book: 68, 148-149</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 62, 64, 70, 72, 83, 86, 90, 101, 102, 108, 120, 126, 132, 133, 138, 145, 171, 178, 179</p>
<ul style="list-style-type: none"> identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 61, 68, 79, 86, 96, 119, 127, 153</p>

COMPETENCY GOAL 2

The learner will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<p>2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p> <p>Student Applications Book: 25, 27, 35, 36, 43, 44, 185, 186, 200, 202</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p> <p>Student Applications Book: 28, 37, 45, 187</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 80, 94, 110, 116, 122, 526-527, 579-580</p> <p>Teacher's Guide: 53, 62, 70, 371, 376, 380</p> <p>Student Applications Book: 18, 19</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 579-580</p> <p>Teacher's Guide: 371</p> <p>Student Applications Book: 27, 36, 185</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 41, 84, 97, 108-109, 524, 577-578</p> <p>Teacher's Guide: 36, 50, 59, 67, 336, 369, 378</p> <p>Student Applications Book: 12, 13</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 80, 82, 94</p> <p>Teacher's Guide: 57, 67, 68, 73, 77, 335, 368, 369</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 134-151, 528-537</p> <p>Teacher's Guide: 88-101, 340-344</p> <p>Student Applications Book: 29, 37, 45, 188, 203</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p> <p>Student Applications Book: 26, 30, 32, 37, 52, 207</p>
<ul style="list-style-type: none"> identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>
<p>2.02 Create responses that examine a cause/effect relationship among events by:</p> <ul style="list-style-type: none"> effectively summarizing situations. 	<p>Student Handbook: 60, 66, 190-191, 202, 716-717</p> <p>Teacher's Guide: 128, 433-434</p> <p>Student Applications Book: 37, 86</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> • showing a clear, logical connection among events. 	<p>Student Handbook: 716-717</p> <p>Teacher's Guide: 128, 434-434</p> <p>Student Applications Book: 37, 86</p>
<ul style="list-style-type: none"> • logically organizing connections by transitioning between points. 	<p>Student Handbook: 190-191, 716-717</p> <p>Teacher's Guide: 128, 433-434</p> <p>Student Applications Book: 37, 86</p>
<ul style="list-style-type: none"> • developing appropriate strategies such as graphics, essays, and multi-media presentations to illustrate points. 	<p>Student Handbook: 66, 96, 191, 199-200, 202, 279, 496, 716, 734, 739</p> <p>Teacher's Guide: 128, 433-434</p> <p>Student Applications Book: 37, 86</p>

COMPETENCY GOAL 3

The learner will defend argumentative positions on literary or nonliterary issues.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<p>3.01 Examine controversial issues by:</p> <ul style="list-style-type: none"> • sharing and evaluating initial personal response. 	<p>Student Handbook: 176, 179</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 71, 72</p>
<ul style="list-style-type: none"> • researching and summarizing printed data. 	<p>Student Handbook: 179</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 70, 72</p>
<ul style="list-style-type: none"> • developing a framework in which to discuss the issue (creating a context). 	<p>Student Handbook: 179, 180</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 72, 73</p>
<ul style="list-style-type: none"> • compiling personal responses and researched data to organize the argument. 	<p>Student Handbook: 180</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 72, 73</p>
<ul style="list-style-type: none"> • presenting data in such forms as a graphic, an essay, a speech, or a video. 	<p>Student Handbook: 180</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 73</p>

Competency Objectives, English II		Reader's Handbook, Grades 9-12
3.02	Produce editorials or responses to editorials for a neutral audience by providing: <ul style="list-style-type: none"> a clearly stated position or proposed solution. 	Student Handbook: 180 Teacher's Guide: 119 Student Applications Book: 72, 73
	<ul style="list-style-type: none"> relevant, reliable support. 	Student Handbook: 180 Teacher's Guide: 119 Student Applications Book: 72, 73
3.03	Respond to issues in literature in such a way that: <ul style="list-style-type: none"> requires gathering of information to prove a particular point. 	Student Handbook: 361-365 Teacher's Guide: 139 Student Applications Book: 143-145, 148-149
	<ul style="list-style-type: none"> effectively uses reason and evidence to prove a given point. 	Student Handbook: 365 Teacher's Guide: 232 Student Applications Book: 143-145, 148-149
	<ul style="list-style-type: none"> emphasizes culturally significant events. 	Teacher's Guide: 139
3.04	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary ready strategies appropriate to readers' purpose 	Student Handbook: 172, 179, 229, 239 Teacher's Guide: 115, 118, 151, 155 Student Applications Book: 68, 69
	<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	Student Handbook: 59-69, 175, 230, 240 Teacher's Guide: 42-43, 117, 151, 156 Student Applications Book: 70, 106
	<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	Student Handbook: 231 Teacher's Guide: 152 Student Applications Book: 68, 69, 71, 72, 106, 108, 109
	<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	Student Handbook: 55-58, 172, 259, 262 Teacher's Guide: 42, 156, 172, 175 Student Applications Book: 18, 19

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	Student Handbook: 172, 179 Teacher's Guide: 156 Student Applications Book: 70, 71
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	Student Handbook: 46, 47, 51 Teacher's Guide: 40 Student Applications Book: 12, 13, 16
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	Student Handbook: 232, 239 Teacher's Guide: 155
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Handbook: 41, 51, 176, 231 Teacher's Guide: 36, 117, 152 Student Applications Book: 12, 70-71
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	Student Handbook: 232-233, 236, 244-245 Teacher's Guide: 157
<ul style="list-style-type: none"> identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	Student Handbook: 233, 244, 246-263 Teacher's Guide: 159-176 Student Applications Book: 68

COMPETENCY GOAL 4

The learner will critically interpret and evaluate experiences, literature, language, and ideas.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
4.01 Interpret a real-world event in a way that: <ul style="list-style-type: none"> makes generalizations about the event supported by specific references. 	Student Handbook: 87 Student Applications Book: 82, 83
<ul style="list-style-type: none"> distinguishes fact from fiction and recognizes personal bias. 	Student Handbook: 252 Teacher's Guide: 165
4.02 Analyze thematic connections among literary works by: <ul style="list-style-type: none"> using specific references from texts to show how a theme is universal. 	Student Handbook: 345-350 Teacher's Guide: 218-222
<ul style="list-style-type: none"> examining how elements such as irony and symbolism impact theme. 	Student Handbook: 376, 383, 478-479, 480-482 Teacher's Guide: 248, 311, 312

Competency Objectives, English II		Reader's Handbook, Grades 9-12
4.03	Analyze the ideas of others by identifying the ways in which writers: <ul style="list-style-type: none"> introduce and develop a main idea. 	Student Handbook: 174, 186-187 Teacher's Guide: 116, 118, 125 Student Applications Book: 18-19, 61, 62, 64
	<ul style="list-style-type: none"> choose and incorporate significant, supporting, relevant details. 	Student Handbook: 174, 187, 230 Teacher's Guide: 118, 125, 156
	<ul style="list-style-type: none"> relate the structure/organization to the ideas. 	Student Handbook: 175, 188, 230 Teacher's Guide: 126, 156 Student Applications Book: 62
4.04	Evaluate the information, explanations, or ideas of others by: <ul style="list-style-type: none"> identifying clear, reasonable criteria for evaluation. 	Student Handbook: 230-231, 234 Teacher's Guide: 125, 152, 156, 157 Student Applications Book: 106
	<ul style="list-style-type: none"> applying those criteria using reasoning and substantiation. 	Student Handbook: 234 Teacher's Guide: 125, 152, 156, 157 Student Applications Book: 106
4.05	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by: <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466 Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317 Student Applications Book: 62, 78, 80, 86, 89, 96, 101, 118, 120, 126, 132, 152, 154, 167, 170-171
	<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464 Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301 Student Applications Book: 62, 70, 80, 90, 102, 120, 133, 154, 172

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 68, 70, 71, 79, 82, 83, 86, 90, 92, 96, 101, 102, 106, 108, 109, 110, 120, 121, 122, 123, 124, 126, 132, 133, 134, 135, 136, 138, 140, 142, 144, 145, 147, 149, 153, 154, 155, 156, 158, 161, 163, 164, 167, 171, 172, 177, 178, 179, 181</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 18-19, 57, 62, 64, 79, 83, 145</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 96, 136, 149</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 140, 142, 147,</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 63, 70-71, 81, 91, 102, 121, 133-134, 172-173</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p> <p>Student Applications Book: 68, 148-149</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 62, 64, 70, 72, 83, 86, 90, 101, 102, 108, 120, 126, 132, 133, 138, 145, 171, 178, 179</p>
<ul style="list-style-type: none"> identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 61, 68, 79, 86, 96, 119, 127, 153</p>

COMPETENCY GOAL 5

The learner will demonstrate understanding of selected world literature through interpretation and analysis.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<p>5.01 Read and analyze selected works of world literature by:</p> <ul style="list-style-type: none"> using effective strategies for preparation, engagement, and reflection. 	<p>Student Handbook: 210-224, 288-312, 389-399, 485-498</p> <p>Teacher's Guide: 130-139, 140-149, 178-188, 189-200, 251-259, 296-304</p> <p>Student Applications Book: 84-93, 94-104, 110-123, 124-136, 150-156, 165-174</p>
<ul style="list-style-type: none"> building on prior knowledge of the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and exploring how those characteristics apply to literature of world cultures. 	<p>Student Handbook: 210-224, 288-312, 375, 389-399, 485-498</p> <p>Teacher's Guide: 130-139, 140-149, 178-188, 189-200, 240, 251-259, 296-304</p>
<ul style="list-style-type: none"> analyzing literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, situational irony, and imagery and explaining their effect on the work of world literature. 	<p>Student Handbook: 244, 307, 317-318, 373, 376, 383, 403, 404, 405, 425, 427, 429, 430, 433, 436, 440, 442, 479</p> <p>Teacher's Guide: 238, 241, 247, 276, 278, 281, 293</p> <p>Student Applications Book: 158, 161</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing the importance of tone and mood. 	<p>Student Handbook: 307, 326-327, 385, 396, 405, 434, 443</p> <p>Teacher's Guide: 249, 262, 285, 294</p> <p>Student Applications Book: 139-140, 147, 159</p>
<ul style="list-style-type: none"> analyzing archetypal characters, themes, and settings in world literature. 	<p>Student Handbook: 346</p> <p>Teacher's Guide: 219</p>
<ul style="list-style-type: none"> understanding the importance of cultural and historical impact on literary texts. 	<p>Student Applications Book: 151</p>
<p>5.02 Demonstrate increasing comprehension and ability to respond personally to texts by:</p> <ul style="list-style-type: none"> selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature. 	<p>Student Handbook: 213, 216-218, 238-239, 243, 292, 295, 296, 299, 300, 301, 324, 326, 327, 329, 335, 336-337, 339-340, 341, 342, 354, 391, 395, 397, 416, 418, 421, 487-488, 489, 490</p> <p>Teacher's Guide: 200, 205, 217, 222, 227, 232, 259, 264, 268, 273, 304, 314</p> <p>Student Applications Book: 59-60, 127-132, 137, 148, 152, 157, 166, 168-170, 173, 175, 177, 180</p>
<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 61, 70, 81, 92-93, 100, 118, 130, 154, 171</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 71, 82, 91-92, 101, 105, 107, 118-119, 130, 154, 172</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 72, 73, 81, 92, 102</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 18, 19, 62, 64, 70, 83, 143</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 73, 83, 93, 101, 117, 133, 156</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16, 81, 90, 105, 138, 141, 146, 149, 181</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239,</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p> <p>Student Applications Book: 58, 92, 99</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 62, 72, 82, 91-92, 101, 119-120, 131, 154-155, 173</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p> <p>Student Applications Book: 58, 66, 69, 72, 102</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 69, 70, 71, 72, 73, 76, 83, 90, 91, 92, 100, 118, 119, 125, 130, 136, 144, 170, 171, 172, 178, 179</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, , 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 62, 64, 69, 71, 72, 73, 86, 91, 105, 108</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> analyzing authors' choice of words, sentence structure, and use of language. 	<p>Student Handbook: 307</p> <p>Teacher's Guide: 196</p>
<ul style="list-style-type: none"> using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation). 	<p>Student Handbook: 666-672, 673-676, 677-681, 682, 683-684, 685-689, 758-765</p> <p>Teacher's Guide: 418-420, 422</p> <p>Student Applications Book: 233-234</p>
<ul style="list-style-type: none"> using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. 	<p>Student Handbook: 666-676, 677-684</p> <p>Teacher's Guide: 418-420, 421</p> <p>Student Applications Book: 233-234, 235, 236</p>
<ul style="list-style-type: none"> examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking. 	<p>Student Handbook: 659-666, 683-684</p> <p>Teacher's Guide: 417-418, 421, 423</p> <p>Student Applications Book: 231-232</p>
<ul style="list-style-type: none"> using correct form/format for essays, business letters, research papers, bibliographies. 	<p>Student Handbook: 365, 627, 711</p> <p>Teacher's Guide: 397, 430</p> <p>Student Applications Book: 220-221</p>
<p>6.02 Edit for:</p> <ul style="list-style-type: none"> subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences. 	<p>Student Handbook: 631</p>

Competency Objectives, English II	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> • appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks). 	<p>Student Handbook: 631</p>
<ul style="list-style-type: none"> • spelling. 	<p>Student Handbook: 631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 221</p>



Reader's Handbook © 2002
North Carolina English Language Arts
 correlated to
Standard Course of Study and Grade Level Competencies
English III

COMPETENCY GOAL 1

The learner will demonstrate increasing insight and reflection to print and non-print text through personal expression.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
1.01 Create memoirs that give an audience a sense of how the past can be significant for the present by: <ul style="list-style-type: none"> • elaborating upon a significant past episode from the student's current perspective. 	Teacher's Guide: 148
<ul style="list-style-type: none"> • projecting the student's voice in the work through reflective interpretation of relationships to people and events. 	Teacher's Guide: 148
1.02 Reflect and respond expressively to texts so that the audience will: <ul style="list-style-type: none"> • discover multiple perspectives. 	Student Handbook: 179, 180, 224, 286 Teacher's Guide: 120 Student Applications Book: 76, 102
<ul style="list-style-type: none"> • investigate connections between life and literature. 	Teacher's Guide: 139, 149
<ul style="list-style-type: none"> • explore how the student's life experiences influence his or her response to the selection. 	Student Handbook: 286 Teacher's Guide: 188 Student Applications Book: 65, 83
<ul style="list-style-type: none"> • recognize how the responses of others may be different. 	Student Handbook: 179 Student Applications Book: 104
<ul style="list-style-type: none"> • consider cultural or historical significance. 	Student Applications Book: 76

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155</p> <p>Student Applications Book: 62, 64, 70, 72, 78, 80-81, 87, 90, 96, 99</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156</p> <p>Student Applications Book: 64, 73, 82, 91, 99, 104</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 58, 63, 64, 65, 66, 68, 71, 72, 73, 75, 77, 81, 82, 84, 86, 88, 91, 92, 96, 99, 101, 104, 105, 106</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175</p> <p>Student Applications Book: 18, 19, 63, 65, 75, 81, 86</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 63, 66, 84, 91, 99</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16, 100</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152</p> <p>Student Applications Book: 65, 74, 83, 100</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215</p> <p>Teacher's Guide: 107, 115</p> <p>Student Applications Book: 58, 63, 64, 65, 66, 68, 71, 72, 73, 75, 77, 81, 82, 84, 86, 88, 91, 92, 96, 99, 101, 104, 105, 106</p>
<ul style="list-style-type: none"> identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263</p> <p>Teacher's Guide: 159-176</p>

COMPETENCY GOAL 2

The learner will inform an audience by using a variety of media to research and explain insights into language and culture.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>2.01 Research and analyze ideas, events, and/or movements related to United States culture by:</p> <ul style="list-style-type: none"> locating facts and details for purposeful elaboration. 	<p>Student Handbook: 514-526, 691-693, 694-706</p> <p>Teacher's Guide: 331-339, 424-429</p> <p>Student Applications Book: 178-186</p>
<ul style="list-style-type: none"> organizing information to create a structure for purpose, audience, and context. 	<p>Student Handbook: 522, 527, 629-631, 693, 694, 707-709</p> <p>Teacher's Guide: 335, 338, 397, 430</p> <p>Student Applications Book: 182, 183, 184, 218-219</p>
<ul style="list-style-type: none"> providing accurate documentation. 	<p>Student Handbook: 522, 710-712</p> <p>Teacher's Guide: 335, 430</p>
<p>2.02 Examine and explain how culture influences language through projects such as:</p> <ul style="list-style-type: none"> demonstrating proficiency in accessing and sending information electronically, using conventions appropriate to the audience. 	<p>Student Handbook: 512-527, 529-539</p> <p>Teacher's Guide: 61, 330-339, 341-344</p> <p>Student Applications Book: 178-186</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>2.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p> <p>Student Applications Book: 25, 27, 37, 44, 45, 181, 182, 199, 200</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p> <p>Student Applications Book: 28, 38, 45, 183, 201</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 80, 94, 110, 116, 122, 526-527, 579-580</p> <p>Teacher's Guide: 53, 62, 70, 371, 376, 380</p> <p>Student Applications Book: 18, 19</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 579-580</p> <p>Teacher's Guide: 371</p> <p>Student Applications Book: 29, 31</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 41, 84, 97, 108-109, 524, 577-578</p> <p>Teacher's Guide: 36, 50, 59, 67, 336, 369, 378</p> <p>Student Applications Book: 12, 13</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 80, 82, 94</p> <p>Teacher's Guide: 57, 67, 68, 73, 77, 335, 368, 369</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 134-151, 528-537</p> <p>Teacher's Guide: 88-101, 340-344</p> <p>Student Applications Book: 29, 38, 46, 184, 190</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p>
<ul style="list-style-type: none"> identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>

COMPETENCY GOAL 3

The learner will demonstrate increasing sophistication in defining issues and using argument effectively.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
3.01 Use language persuasively in addressing a particular issue by: <ul style="list-style-type: none"> finding and interpreting information effectively. 	<p>Student Handbook: 180, 629-630</p> <p>Teacher's Guide: 119, 397</p> <p>Student Applications Book: 76</p>
<ul style="list-style-type: none"> recognizing propaganda as a purposeful technique. 	<p>Student Handbook: 232-233, 244</p> <p>Teacher's Guide: 152, 157</p>
<ul style="list-style-type: none"> establishing and defending a point of view. 	<p>Student Handbook: 179, 180, 629-630</p> <p>Teacher's Guide: 119, 397</p> <p>Student Applications Book: 76</p>
3.02 Select an issue or theme and take a stance on that issue by: <ul style="list-style-type: none"> reflecting the viewpoint(s) of Americans of different times and places. 	<p>Student Applications Book: 76</p>
<ul style="list-style-type: none"> supporting the argument with specific reasons. 	<p>Teacher's Guide: 119</p>
3.03 Use argumentation for: <ul style="list-style-type: none"> interpreting researched information effectively. 	<p>Student Handbook: 520, 552, 706</p> <p>Teacher's Guide: 334, 352, 429</p>
<ul style="list-style-type: none"> establishing and defending a point of view. 	<p>Student Handbook: 179, 180, 629-630</p> <p>Teacher's Guide: 119</p> <p>Student Applications Book: 76</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> addressing concerns of the opposition. 	<p>Student Handbook: 230, 235</p> <p>Teacher's Guide: 151</p> <p>Student Applications Book: 104</p>
<ul style="list-style-type: none"> using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images). 	<p>Student Handbook: 244, 248, 254, 255, 256, 260</p> <p>Teacher's Guide: 161, 167, 168, 169, 173</p>
<p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary ready strategies appropriate to readers' purpose 	<p>Student Handbook: 172, 179, 229, 239</p> <p>Teacher's Guide: 115, 118, 151, 155</p> <p>Student Applications Book: 70, 72</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 175, 230, 240</p> <p>Teacher's Guide: 42-43, 117, 151, 156</p> <p>Student Applications Book: 73</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 231</p> <p>Teacher's Guide: 152</p> <p>Student Applications Book: 73, 105</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 172, 259, 262</p> <p>Teacher's Guide: 42, 156, 172, 175</p> <p>Student Applications Book: 18, 19</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 172, 179</p> <p>Teacher's Guide: 156</p> <p>Student Applications Book: 73</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51</p> <p>Teacher's Guide: 40</p> <p>Student Applications Book: 12, 13, 16</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 232, 239</p> <p>Teacher's Guide: 155</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 176, 231</p> <p>Teacher's Guide: 36, 117, 152</p> <p>Student Applications Book: 12, 74</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 232-233, 236, 244-245</p> <p>Teacher's Guide: 157</p>
<ul style="list-style-type: none"> identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 233, 244, 246-263</p> <p>Teacher's Guide: 159-176</p> <p>Student Applications Book: 104</p>

COMPETENCY GOAL 4

The learner will critically analyze text to gain meaning, develop thematic connections, and synthesize ideas.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>4.01 Interpret meaning for an audience by:</p> <ul style="list-style-type: none"> examining the functions and the effects of narrative strategies such as plot, conflict, suspense, point of view, characterization, and dialogue. 	<p>Student Handbook: 313-322, 332-344, 351-358, 370-371, 372, 378, 379-380, 472-475, 503, 506</p> <p>Teacher's Guide: 201-205, 211-217, 223-227, 236, 237, 243, 244, 306-307, 324, 326</p> <p>Student Applications Book: 134-135, 138-139, 142-143, 173</p>
<ul style="list-style-type: none"> interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia). 	<p>Student Handbook: 244, 307, 404, 418, 424, 427, 429, 433, 435, 436, 440</p> <p>Teacher's Guide: 196, 262, 266, 271, 275, 278, 286, 287</p> <p>Student Applications Book: 155</p>
<ul style="list-style-type: none"> analyzing stylistic features such as word choice and links between sense and sound. 	<p>Student Handbook: 307, 382, 415-422</p> <p>Teacher's Guide: 196, 269-273</p> <p>Student Applications Book: 159-160</p>
<ul style="list-style-type: none"> identifying ambiguity, contradiction, irony, parody, and satire. 	<p>Student Handbook: 261, 376</p> <p>Teacher's Guide: 241, 174</p>
<p>4.02 Develop thematic connections among literary works by:</p> <ul style="list-style-type: none"> connecting themes that occur across genres or works from different time periods. 	<p>Student Handbook: 346, 359-365</p> <p>Teacher's Guide: 228-232</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> using specific references to validate connections. 	<p>Student Handbook: 362, 363, 365</p> <p>Teacher's Guide: 230</p>
<p>4.03 Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by:</p> <ul style="list-style-type: none"> identifying the intent and message of the author or artist. 	<p>Student Handbook: 168-178, 225-230, 241-243, 250, 251</p> <p>Teacher's Guide: 115-120, 150-153, 154-158, 163, 164</p> <p>Student Applications Book: 72, 73, 75, 103, 104, 106</p>
<ul style="list-style-type: none"> recognizing how the author addresses opposing viewpoints. 	<p>Student Handbook: 230, 235</p> <p>Teacher's Guide: 151</p> <p>Student Applications Book: 104</p>
<ul style="list-style-type: none"> articulating a personal response to the message and method of the author or artist. 	<p>Student Handbook: 180</p> <p>Teacher's Guide: 120</p> <p>Student Applications Book: 76</p>
<p>4.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 62, 64, 70, 72, 78, 80-81, 87, 90, 96, 99, 115, 117, 122, 127, 148, 167, 168</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 64, 73, 82, 91, 99, 117, 129, 150, 169</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 71, 72, 81, 84, 91, 101, 119, 131, 151</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 19, 20, 72, 75, 81</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 63, 66, 75, 84</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 100, 139, 141</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 65, 74, 83, 91, 100, 118, 130, 150, 170</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 58, 77, 82, 88, 91, 99, 105, 106, 108, 116, 117, 122, 128, 129, 132, 134, 137, 139, 145, 167, 168, 169</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 73, 134-135, 136-137, 138-139, 140-141, 142-143, 155, 156-157, 160, 172-173, 174-175</p>

COMPETENCY GOAL 5

The learner will interpret and evaluate representative texts to deepen understanding of literature of the United States.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>5.01 Interpret the significance of literary movements as they have evolved through the literature of the United States by:</p> <ul style="list-style-type: none"> analyzing the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and how the selection of genre shapes meaning. 	<p>Student Handbook: 375</p> <p>Teacher's Guide: 240</p>
<p>5.02 Analyze the relationships among United States authors and their works by:</p> <ul style="list-style-type: none"> making and supporting valid responses about the text through references to other works and authors. 	<p>Student Applications Book: 144-145</p>
<ul style="list-style-type: none"> comparing texts to show similarities or differences in themes, characters, or ideas. 	<p>Student Applications Book: 144-145</p>
<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 62, 64, 70, 72, 78, 80-81, 87, 90, 96, 99, 115, 117, 122, 127, 148, 167, 168</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 64, 73, 82, 91, 99, 117, 129, 150, 169</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 63, 71, 72, 81, 84, 91, 101, 119, 131, 151</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 19, 20, 72, 75, 81</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 63, 66, 75, 84</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 100, 139, 141</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 65, 74, 83, 91, 100, 118, 130, 150, 170</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p>

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 58, 77, 82, 88, 91, 99, 105, 106, 108, 116, 117, 122, 128, 129, 132, 134, 137, 139, 145, 167, 168, 169</p>
<ul style="list-style-type: none"> identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, , 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 73, 134-135, 136-137, 138-139, 140-141, 142-143, 155, 156-157, 160, 172-173, 174-175</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, English III	Reader's Handbook, Grades 9-12
<p>6.01 Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes. 	<p>Student Handbook: 673-676, 758-765</p> <p>Teacher's Guide: 420</p> <p>Student Applications Book: 233</p>
<ul style="list-style-type: none"> using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. 	<p>Student Handbook: 666-676, 677-684</p> <p>Teacher's Guide: 418-420, 421</p> <p>Student Applications Book: 233-234, 235, 236</p>
<ul style="list-style-type: none"> discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation). 	<p>Student Handbook: 683-684, 685-689</p> <p>Teacher's Guide: 421, 422</p> <p>Student Applications Book: 238-239</p>
<p>6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:</p> <ul style="list-style-type: none"> editing for correct spelling and mechanics. 	<p>Student Handbook: 631</p> <p>Teacher's Guide: 398</p> <p>Student Applications Book: 219</p>



Reader's Handbook © 2002
North Carolina English Language Arts
 correlated to
Standard Course of Study and Grade Level Competencies
English IV

COMPETENCY GOAL 1

The learner will express reflections and reactions to print and non-print text as well as to personal experience.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
1.01 Compose reflective texts that give the audience: <ul style="list-style-type: none"> • an understanding of complex thoughts and feelings. 	Student Handbook: 326-327, 489, 496-497
<ul style="list-style-type: none"> • a sense of significance (social, political, or philosophical implications). 	Teacher's Guide: 50
<ul style="list-style-type: none"> • a sense of encouragement to reflect on his or her own ideas. 	Student Handbook: 396, 414 Teacher's Guide: 50, 167, 168
1.02 Respond to texts so that the audience will: <ul style="list-style-type: none"> • empathize with the voice of the text. 	Student Handbook: 242-243 Teacher's Guide: 136, 256, 258 Student Applications Book: 63, 80, 90, 120, 153, 160
<ul style="list-style-type: none"> • make connections between the learner's life and the text. 	Student Handbook: 41, 51, 164, 231, 281-282, 308, 613 Teacher's Guide: 36, 50, 59, 108, 117, 152, 185, 197, 199 Student Applications Book: 16-17, 71, 99, 132
<ul style="list-style-type: none"> • reflect on how cultural or historical perspectives may have influenced these responses. 	Teacher's Guide: 50, 146, 199 Student Applications Book: 30-31
<ul style="list-style-type: none"> • examine the learner's own response in light of peers' responses. 	Student Handbook: 286, 398 Teacher's Guide: 78 Student Applications Book: 33

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> recognize features of the author's use of language and how the learner relates these features to his/her own writing. 	<p>Student Handbook: 307, 326-327, 400, 401, 404-405, 406, 427, 430, 440</p> <p>Teacher's Guide: 196, 246, 278, 281, 283, 284, 291, 317, 318</p> <p>Student Applications Book: 157, 173</p>
<p>1.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155</p> <p>Student Applications Book: 60, 69-70, 75, 77-78, 85, 89, 95, 97-98</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156</p> <p>Student Applications Book: 62, 70, 79, 89-90, 98-99</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 58, 61, 62, 64, 65, 66, 69, 70, 72, 75, 78, 79, 81, 86, 90, 91, 92, 95, 98, 99, 100, 103, 105, 106</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175</p> <p>Student Applications Book: 18, 19, 61, 72, 78</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 65, 81</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 12, 13, 16</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152</p> <p>Student Applications Book: 63, 71, 80, 90, 99</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215</p> <p>Teacher's Guide: 107, 115</p> <p>Student Applications Book: 61, 62, 70, 75, 79, 86, 90, 92, 98, 99, 103, 106</p>
<ul style="list-style-type: none"> identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263</p> <p>Teacher's Guide: 159-176</p>

COMPETENCY GOAL 2

The learner will inform an audience by exploring general principles at work in life and literature.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<p>2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to:</p> <ul style="list-style-type: none"> relate complex issues from a variety of critical stances. 	<p>Teacher's Guide: 129</p>
<ul style="list-style-type: none"> discern significant differences and similarities among texts that propose different ideas related to similar concepts. 	<p>Teacher's Guide: 230</p>
<p>2.02 Analyze general principles at work in life and literature by:</p> <ul style="list-style-type: none"> discovering and defining principles at work in personal experience and in literature. 	<p>Student Handbook: 41, 51, 164, 276, 281, 397, 421</p> <p>Teacher's Guide: 67, 117, 126, 136, 146, 181, 302</p> <p>Student Applications Book: 31, 40</p>
<ul style="list-style-type: none"> predicting what is likely to happen in the future on the basis of those principles. 	<p>Student Handbook: 31, 34, 51, 126, 276</p> <p>Teacher's Guide: 181</p> <p>Student Applications Book: 17, 107</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<p>2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by:</p> <ul style="list-style-type: none"> adjusting the diction, tone, language, and method of presentation to the audience. 	<p>Student Handbook: 307, 385, 392, 396, 399, 400, 405, 443</p> <p>Teacher's Guide: 294</p>
<p>2.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p> <p>Student Applications Book: 27, 28-29, 38, 45, 183, 184, 197, 198</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p> <p>Student Applications Book: 30, 39, 46, 184-185, 199</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 80, 94, 110, 116, 122, 526-527, 579-580</p> <p>Teacher's Guide: 53, 62, 70, 371, 376, 380</p> <p>Student Applications Book: 18, 19</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 579-580</p> <p>Teacher's Guide: 371</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 41, 84, 97, 108-109, 524, 577-578</p> <p>Teacher's Guide: 36, 50, 59, 67, 336, 369, 378</p> <p>Student Applications Book: 12, 13</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 80, 82, 94</p> <p>Teacher's Guide: 57, 67, 68, 73, 77, 335, 368, 369</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 134-151, 528-537</p> <p>Teacher's Guide: 88-101, 340-344</p> <p>Student Applications Book: 31, 40, 46-47, 185, 199</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 73-87, 88-99, 100-111, 112-117, 513-527, 571-580, 581-587, 588-595</p> <p>Teacher's Guide: 45-53, 54-62, 63-70, 72-74, 76-79, 365-371, 373-376, 378-380</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 83, 96, 108-109, 523, 572-574, 582-584</p> <p>Teacher's Guide: 50, 59, 67, 336, 367, 373</p>
<ul style="list-style-type: none"> identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 80, 81, 82, 85, 86, 95, 578</p> <p>Teacher's Guide: 48, 49, 58, 59, 72, 73, 76, 77, 85, 334, 335, 336, 368, 369, 374</p>

COMPETENCY GOAL 3

The learner will be prepared to enter issues of public concern as an advocate.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<p>3.01 Research and define issues of public concern by:</p> <ul style="list-style-type: none"> using a variety of resources such as the media center, on-line resources, interviews, and personal reflection. 	<p>Student Handbook: 514-526, 691-693, 694-706</p> <p>Teacher's Guide: 331-339, 424-429</p> <p>Student Applications Book: 178-186</p>
<p>3.02 Organize and deliver an argument so that an intended audience respects it by:</p> <ul style="list-style-type: none"> wording the claim clearly. 	<p>Student Handbook: 234</p>
<ul style="list-style-type: none"> specifying reasons in support of the claim that are likely to be convincing. 	<p>Student Handbook: 234</p>
<p>3.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary ready strategies appropriate to readers' purpose 	<p>Student Handbook: 172, 179, 229, 239</p> <p>Teacher's Guide: 115, 118, 151, 155</p> <p>Student Applications Book: 69-70</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 175, 230, 240</p> <p>Teacher's Guide: 42-43, 117, 151, 156</p> <p>Student Applications Book: 70</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	Student Handbook: 231 Teacher's Guide: 152 Student Applications Book: 70
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	Student Handbook: 55-58, 172, 259, 262 Teacher's Guide: 42, 156, 172, 175 Student Applications Book: 18, 19
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	Student Handbook: 172, 179 Teacher's Guide: 156 Student Applications Book: 70
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	Student Handbook: 46, 47, 51 Teacher's Guide: 40 Student Applications Book: 12, 13, 16
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	Student Handbook: 232, 239 Teacher's Guide: 155
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Handbook: 41, 51, 176, 231 Teacher's Guide: 36, 117, 152 Student Applications Book: 12, 71
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	Student Handbook: 232-233, 236, 244-245 Teacher's Guide: 157
<ul style="list-style-type: none"> identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context. 	Student Handbook: 233, 244, 246-263 Teacher's Guide: 159-176 Student Applications Book: 103, 106

COMPETENCY GOAL 4

The learner will analyze and critique texts from various perspectives and approaches.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
4.01 Develop critiques that enable an audience to judge claims and arguments by: <ul style="list-style-type: none"> establishing and applying clear, credible criteria for evaluation. 	Student Handbook: 48, 185, 186-187, 225, 229, 231, 233, 234, 739 Teacher's Guide: 151, 152 Student Applications Book: 15, 102, 103, 106

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> substantiating assessments with reasons and evidence. 	<p>Student Handbook: 226, 231-232</p> <p>Student Applications Book: 15, 103, 106</p>
<p>4.02 Develop critiques that give an audience:</p> <ul style="list-style-type: none"> an appreciation of how themes relate among texts. 	<p>Student Handbook: 227-228</p>
<ul style="list-style-type: none"> an understanding of how authors' assumptions, cultural backgrounds, and social values affect texts. 	<p>Student Handbook: 225, 227, 739</p> <p>Teacher's Guide: 164, 165</p>
<ul style="list-style-type: none"> an understanding of how more than one critical approach affects interpretation. 	<p>Teacher's Guide: 124-125</p>
<p>4.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 60, 69-70, 75, 77-78, 85, 89, 95, 97-98, 117, 119, 125, 130-131, 150, 152, 168, 169</p>
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 70, 79, 89-90, 98-99, 119-120, 132, 153, 170</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 72, 75, 78, 79, 84, 86, 90, 91, 92, 98, 99, 103, 105, 106, 108, 118, 119, 120, 125, 132, 133, 135, 136, 138, 139, 141, 144, 147, 152, 154, 157, 159, 160, 169, 170, 177</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 19, 20, 61, 72, 78, 142</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 65, 81, 169, 179</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 11-12, 13, 139, 141, 174</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 63, 71, 80, 90, 99, 120, 132-133, 153, 171</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p>
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 75, 79, 86, 90, 92, 98, 99, 118, 119, 120, 125, 131, 132, 135, 136, 138, 139, 147, 169, 170, 177</p>
<ul style="list-style-type: none"> identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 136-137, 138-139, 140-141, 142-143, 144-145, 157, 159, 162, 173-174, 175-177</p>

COMPETENCY GOAL 5

The learner will deepen understanding of British literature through exploration and extended engagement.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<p>5.01 Explore British literature by:</p> <ul style="list-style-type: none"> • recognizing common themes that run through works, using evidence from the texts to substantiate ideas. 	<p>Student Handbook: 495, 496</p> <p>Student Applications Book: 153</p>
<ul style="list-style-type: none"> • relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities. 	<p>Student Handbook: 239</p>
<ul style="list-style-type: none"> • making associations between historical and current viewpoints. 	<p>Student Handbook: 495, 496</p>
<ul style="list-style-type: none"> • understanding how literary movements influence writers. 	<p>Student Handbook: 490</p>
<p>5.02 Extend engagement with selected works of British literature by:</p> <ul style="list-style-type: none"> • observing how the imaginative experience of literature broadens and enriches real life. 	<p>Student Handbook: 393-394, 485</p> <p>Student Applications Book: 152</p>
<ul style="list-style-type: none"> • relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry). 	<p>Student Handbook: 492-493</p> <p>Teacher's Guide: 257</p> <p>Student Applications Book: 148</p>
<ul style="list-style-type: none"> • applying literary, grammatical, and rhetorical terms of literature. 	<p>Student Handbook: 491</p> <p>Student Applications Book: 157</p>
<p>5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:</p> <ul style="list-style-type: none"> • selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose 	<p>Student Handbook: 159, 172, 179, 185-186, 190-191, 199, 208, 214-215, 223, 229, 239, 284-286, 310-311, 316-317, 325, 334, 347-348, 355, 361-363, 392, 398-399, 402, 410, 413, 416, 452, 466</p> <p>Teacher's Guide: 106, 115, 118, 124, 127, 133, 137, 143, 147, 151, 155, 181, 186, 192, 198, 207, 213, 220, 225, 229, 254, 258, 261, 267, 270, 299, 303, 317</p> <p>Student Applications Book: 60, 69-70, 75, 77-78, 85, 89, 95, 97-98, 117, 119, 125, 130-131, 150, 152, 168, 169</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. 	<p>Student Handbook: 59-69, 163, 175, 188, 204-205, 222, 230, 240, 280-282, 304-306, 395-396, 463-464</p> <p>Teacher's Guide: 108, 117, 126, 136, 146, 151, 156, 184, 196, 256, 301</p> <p>Student Applications Book: 62, 70, 79, 89-90, 98-99, 119-120, 132, 153, 170</p>
<ul style="list-style-type: none"> providing textual evidence to support understanding of and reader's response to text. 	<p>Student Handbook: 161, 165-166, 178, 190, 207, 223, 231, 283, 309, 398, 466</p> <p>Teacher's Guide: 109, 115, 118, 127, 137, 147, 152</p> <p>Student Applications Book: 58, 61, 62, 64, 70, 72, 75, 78, 79, 84, 86, 90, 91, 92, 98, 99, 103, 105, 106, 108, 118, 119, 120, 125, 132, 133, 135, 136, 138, 139, 141, 144, 147, 152, 154, 157, 159, 160, 169, 170, 177</p>
<ul style="list-style-type: none"> demonstrating comprehension of main idea and supporting details. 	<p>Student Handbook: 55-58, 160-162, 167, 175, 179, 187, 205, 208, 222, 259, 262, 306</p> <p>Teacher's Guide: 42, 107, 110, 118, 125, 126, 127, 156, 172, 175, 219</p> <p>Student Applications Book: 19, 20, 61, 72, 78, 142</p>
<ul style="list-style-type: none"> summarizing key events and/or points from text. 	<p>Student Handbook: 167, 179, 185, 190-191, 203, 222, 224, 241-242, 277, 281, 301, 303, 305, 313-322</p> <p>Teacher's Guide: 118, 127, 134, 143, 156</p> <p>Student Applications Book: 65, 81, 169, 179</p>
<ul style="list-style-type: none"> making inferences, predicting, and drawing conclusions based on text. 	<p>Student Handbook: 46, 47, 51, 177, 206, 287, 340</p> <p>Teacher's Guide: 40, 116, 134, 145</p> <p>Student Applications Book: 11-12, 13, 139, 141, 174</p>
<ul style="list-style-type: none"> identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. 	<p>Student Handbook: 174, 207, 210, 214, 219, 232, 239</p> <p>Teacher's Guide: 109, 137, 143, 144, 145, 155, 165</p>
<ul style="list-style-type: none"> making connections between works, self and related topics. 	<p>Student Handbook: 41, 51, 164, 176-177, 189, 206, 222, 231, 281-282, 308, 397, 464-465</p> <p>Teacher's Guide: 36, 103, 108, 117, 126, 136, 146, 152, 185, 197, 257, 302</p> <p>Student Applications Book: 63, 71, 80, 90, 99, 120, 132-133, 153, 171</p>
<ul style="list-style-type: none"> analyzing and evaluating the effects of author's craft and style. 	<p>Student Handbook: 172, 232-233, 236, 244-245, 247, 247, 248, 249, 253, 254, 255, 256, 257, 260, 261, 263, 307, 382</p> <p>Teacher's Guide: 115, 116, 157, 160, 161, 162, 166, 167, 168, 169, 170, 173, 174, 176, 196, 246</p>

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<ul style="list-style-type: none"> analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. 	<p>Student Handbook: 165, 174, 200, 207, 214-215, 268, 278, 279, 293, 297, 298, 306, 310, 311, 332-344</p> <p>Teacher's Guide: 107, 115, 182, 184, 192, 193, 194, 195, 197, 207, 209, 211-217, 229</p> <p>Student Applications Book: 75, 79, 86, 90, 92, 98, 99, 118, 119, 120, 125, 131, 132, 135, 136, 138, 139, 147, 169, 170, 177</p>
<ul style="list-style-type: none"> identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context. 	<p>Student Handbook: 173, 214, 233, 244, 246-263, 268, 277-278, 279, 280, 280-281, 285, 293, 295-307, 310-311, 313-322, 323-331, 332-344, 345-350, 351-358, 366-385, 394, 396, 400-407, 411-412, 417-420, 423-443, 499-509</p> <p>Teacher's Guide: 159-176, 201-205, 206-210, 211-218, 219-222, 223-227, 233-249, 255, 256, 261, 262, 266, 271, 274-294, 301, 306, 307, 310-314, 320-329</p> <p>Student Applications Book: 136-137, 138-139, 140-141, 142-143, 144-145, 157, 159, 162, 173-174, 175-177</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, English IV	Reader's Handbook, Grades 9-12
<p>6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <ul style="list-style-type: none"> using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. 	<p>Student Handbook: 666-676, 677-684</p> <p>Teacher's Guide: 418-420, 421</p> <p>Student Applications Book: 230-231, 232-233, 234-235</p>
<ul style="list-style-type: none"> understanding how to use and apply grammatical, metaphorical, or rhetorical devices. 	<p>Student Handbook: 244, 260, 307, 433</p> <p>Teacher's Guide: 173</p>
<ul style="list-style-type: none"> revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in considerations of questions being addressed, purpose, audience, and genres. 	<p>Student Handbook: 34</p>
<p>6.02 Discern and correct errors in speaking and writing by:</p> <ul style="list-style-type: none"> editing for correct punctuation, spelling, mechanics, and standard edited American English. 	<p>Student Handbook: 34</p> <p>Student Applications Book: 54</p>
<ul style="list-style-type: none"> using appropriate transitional words and phrases. 	<p>Student Handbook: 316</p>



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