

READING & WRITING

SOURCEBOOKS

Grades 6-8

correlated to

North Carolina

English Language Arts

Standard Course of Study and

Grade Level Competencies



EDUCATION GROUP



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

COMPETENCY GOAL 1

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

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. 	Student Book: 19-20, 72-74, 109-110, 167-168, 177-180
<ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. 	Student Book: 19-20, 72-74, 109-110, 167-168, 177-180
<ul style="list-style-type: none"> • uses remembered feelings and specific details. 	Student Book: 19-20, 72-74, 109-110, 167-168, 177-180
1.02 Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 14-15, 17-18, 21, 70-72, 104-109, 114, 116, 164-166, 172, 174-176
<ul style="list-style-type: none"> • analyzing the characteristics of expressive works. 	Student Book: 72, 118, 119, 164, 166
<ul style="list-style-type: none"> • determining the effect of literary devices and/or strategies on the reader/viewer/listener. 	Student Book: 58, 68, 118
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 72-74, 109, 167-168, 177-180
<ul style="list-style-type: none"> • comparing and/or contrasting information. 	Student Book: 113

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Book: 72, 113, 114, 165, 172
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Student Book: 18, 21, 176
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 70-74, 226-228
<ul style="list-style-type: none"> creating an artistic interpretation that connects self to the work. 	Student Book: 19-20, 177-180
<ul style="list-style-type: none"> discussing print and non-print expressive works formally and informally. 	Student Book: 109, 111, 170
1.03 Interact appropriately in group settings by: <ul style="list-style-type: none"> listening attentively. 	Student Book: 109, 170
<ul style="list-style-type: none"> contributing relevant comments connecting personal experiences to content. 	Student Book: 109, 170
<ul style="list-style-type: none"> monitoring own understanding of the discussion and seeking clarification as needed. 	Student Book: 109, 170
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> describing personal learning growth and changes in perspective. 	Student Book: 189, 220-221
<ul style="list-style-type: none"> identifying changes in self throughout the learning process. 	Student Book: 189, 220-221
<ul style="list-style-type: none"> interpreting how personal circumstances and background shape interaction with text. 	Student Book: 75, 220-221

COMPETENCY GOAL 2

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

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 33-35, 92, 124-127, 154-157
<ul style="list-style-type: none"> • studying the characteristics of informational works. 	Student Book: 40, 142, 158
<ul style="list-style-type: none"> • restating and summarizing information. 	Student Book: 35, 46, 47, 133, 135, 137, 148, 158-160
<ul style="list-style-type: none"> • determining the importance and accuracy of information. 	Student Book: 33, 95-98
<ul style="list-style-type: none"> • making connections between works, self and related topics/information. 	Student Book: 140, 160
<ul style="list-style-type: none"> • comparing and/or contrasting information. 	Student Book: 98, 99
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Student Book: 46, 138
<ul style="list-style-type: none"> • generating questions. 	Student Book: 32, 93, 142, 146, 147, 153
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). 	Student Book: 149
<ul style="list-style-type: none"> • analyzing the effects of the presentation and/or the accuracy of information. 	Student Book: 149-150

COMPETENCY GOAL 3

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

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • analyzing the characteristics of argumentative works. 	Student Book: 187-188
<ul style="list-style-type: none"> • determining the importance of author’s word choice and focus. 	Student Book: 182
<ul style="list-style-type: none"> • distinguishing between fact and opinion. 	Student Book: 187, 229
3.02 Explore the problem solution process by: <ul style="list-style-type: none"> • studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. 	Student Book: 53, 75-79, 111-120
<ul style="list-style-type: none"> • preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	Student Book: 187-189
3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> • exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. 	Student Book: 187-189
<ul style="list-style-type: none"> • preparing individual and/or group essays and presentations that use evaluative techniques. 	Student Book: 187-189

COMPETENCY GOAL 4

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

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 24-26, 33-35, 79, 92, 124-127, 154-157
<ul style="list-style-type: none"> • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Book: 22
<ul style="list-style-type: none"> • identifying and exploring the underlying assumptions of the author/creator. 	Student Book: 22, 26
<ul style="list-style-type: none"> • analyzing the effects of author’s craft on the reader/viewer/listener. 	Student Book: 82
4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	Student Book: 21, 66, 91, 110, 169, 200
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 118, 119
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Book: 118, 119
4.03 Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> • creating a critical response/review of a work/topic. 	Student Book: 39, 66, 110, 118, 119, 169

COMPETENCY GOAL 5

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

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. 	<p>Student Book: 8-10, 22-23, 32-33, 40-41, 50-51, 68-69, 75, 92-93</p>
<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	<p>Student Book: 13-18, 23-26, 33-35, 41-45, 51-54, 59-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-127, 132-137, 143-148, 153-157, 163-166, 171-176, 183-186, 191-196, 203-208</p>
<ul style="list-style-type: none"> • discussing literature in teacher-student conferences and small group discussions. 	<p>Student Book: 50, 68, 109, 162, 170, 182</p>
<ul style="list-style-type: none"> • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. 	<p>Student Book: 18, 22, 51-56, 58-59, 77-79, 102, 169, 204</p>
<ul style="list-style-type: none"> • recognizing underlying messages in order to identify recurring theme(s) within and across works. 	<p>Student Book: 26, 79</p>
<ul style="list-style-type: none"> • extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>Student Book: 80-82</p>
<ul style="list-style-type: none"> • exploring relationships between and among characters, ideas, concepts and/or experiences. 	<p>Student Book: 77-79</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 Book: 13-18, 23-26, 33-35, 41-45, 51-54, 59-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-127, 132-137, 143-148, 153-157, 163-166, 171-176, 183-186, 191-196, 203-208</p>
<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 Book: 196, 204, 217</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 6	Reading & Writing Sourcebook, Grade 6
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. 	<p>Student Book: 20, 47, 168, 237</p>
<ul style="list-style-type: none"> using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. 	<p>Student Book: 99, 221</p>
<ul style="list-style-type: none"> demonstrating the different roles of the parts of speech in sentence construction. 	<p>Student Book: 38, 199, 230</p>
<ul style="list-style-type: none"> using pronouns correctly, including clear antecedents and correct case. 	<p>Student Book: 150</p>
<ul style="list-style-type: none"> using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). 	<p>Student Book: 119, 159</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 Book: 13-17, 24-25, 33-35, 41-45, 51-53, 59-61, 63-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-126, 132-137, 143-148, 153-157, 164, 171-175, 184-186, 191,-196, 203-208, 214-218, 225-228, 232-235</p>
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	<p>Student Book: 13-17, 24-25, 33-35, 41-45, 51-53, 59-61, 63-64, 69-71, 76-79, 85-87, 93-97, 103-108, 112-117, 123-126, 132-137, 143-148, 153-157, 164, 171-175, 184-186, 191,-196, 203-208, 214-218, 225-228, 232-235</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 Book: 110, 150, 179, 188</p>
<ul style="list-style-type: none"> producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. 	<p>Student Book: 68, 70, 129, 139, 237</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	Reading & Writing Sourcebook, Grade 7
1.01 Narrate an expressive account which: <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. 	Student Book: 29-30, 73-74, 90-91, 108-109, 168-169, 190-191, 201-202, 208-209
<ul style="list-style-type: none"> • orients the reader/listener to the scene, the people, and the events. 	Student Book: 29-30, 90-91, 178, 190-191
<ul style="list-style-type: none"> • engages the reader/listener by establishing a context and creating a point of view. 	Student Book: 178, 237
<ul style="list-style-type: none"> • establishes the significance of events. 	Student Book: 29-30, 177-178
1.02 Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 56, 66, 155-156, 173-174
<ul style="list-style-type: none"> • summarizing the characteristics of expressive works. 	Student Book: 217
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 9, 29, 67-68, 75, 79, 168, 177, 194
<ul style="list-style-type: none"> • comparing and/or contrasting information. 	Student Book: 108-109

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Student Book: 36, 217-218
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Student Book: 20, 82, 202, 217
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 80, 81
<ul style="list-style-type: none"> creating an artistic interpretation that connects self and/or society to the selection. 	Student Book: 37-38, 67-68
<ul style="list-style-type: none"> constructing and presenting book/media reviews. 	Student Book: 139-140, 236-237
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> responding appropriately to comments and questions. 	Student Book: 75, 80, 104, 110
<ul style="list-style-type: none"> offering personal opinions confidently without dominating. 	Student Book: 75, 80, 104, 110
<ul style="list-style-type: none"> giving appropriate reasons that support opinions. 	Student Book: 75, 80, 104, 110
<ul style="list-style-type: none"> soliciting and respecting another person's opinion 	Student Book: 75, 80, 104, 110
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> analyzing personal learning growth and changes in perspective. 	Student Book: 100, 180, 189, 208-209, 217-218
<ul style="list-style-type: none"> examining changes in self throughout the learning process. 	Student Book: 217-218
<ul style="list-style-type: none"> determining how personal circumstances and background shape interaction with text. 	Student Book: 40, 177-178, 194, 204, 211

COMPETENCY GOAL 2

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

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Student Book: 32-39, 208-209
<ul style="list-style-type: none"> • analyzing the characteristics of informational works. 	Student Book: 32
<ul style="list-style-type: none"> • summarizing information. 	Student Book: 37, 47-48, 55, 217
<ul style="list-style-type: none"> • determining the importance of information. 	Student Book: 33-36, 47-48
<ul style="list-style-type: none"> • making connections to related topics/information. 	Student Book: 66, 194
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Student Book: 36, 217-218
<ul style="list-style-type: none"> • generating questions. 	Student Book: 41-45, 213
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • comparing, contrasting, and evaluating information from different sources about the same topic. 	Student Book: 108-109

COMPETENCY GOAL 3

The learner will refine the understanding and use of argument.

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • identifying the arguments and positions stated or implied and the evidence used to support them. 	Student Book: 200-202

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
<ul style="list-style-type: none"> examining the importance and impact of establishing a position or point-of-view. 	Student Book: 200
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Student Book: 200-202
<p>3.02 Explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> studying problems and solutions within various texts and situations. 	Student Book: 28-29, 88-89, 116-117, 138, 184, 189, 190-192
<ul style="list-style-type: none"> utilizing the problem-solution process within various contexts/situations. 	Student Book: 190-192
<ul style="list-style-type: none"> constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. 	Student Book: 190-192
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 190-192
<p>3.03 Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> understanding the importance of establishing a firm judgment. 	Student Book: 200
<ul style="list-style-type: none"> justifying the judgment with logical, relevant reasons, clear examples, and supporting details. 	Student Book: 200-201
<ul style="list-style-type: none"> creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 200-201

COMPETENCY GOAL 4

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

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 93-94, 101
<ul style="list-style-type: none"> • exploring and evaluating the underlying assumptions of the author/creator. 	Student Book: 94, 97
<ul style="list-style-type: none"> • understanding the effects of author’s craft on the reader/viewer/listener. 	Student Book: 100, 122, 123, 178
4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	Student Book: 122-123
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 100, 119, 217, 218
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Book: 100, 119, 217, 218
<ul style="list-style-type: none"> • considering and presenting alternative points of view or reasons. 	Not covered.
4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> • creating a critical response/review of a work/topic. 	Student Book: 100, 139-140, 236-237

COMPETENCY GOAL 5

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

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. 	<p>Student Book: 8-10, 13, 32-33, 40-41, 50-51, 70-71, 75-76, 84-85, 93, 131-132, 170-171, 177, 204-205</p>
<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	<p>Student Book: 8, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-198, 205-207, 212-216, 221-226, 231-235</p>
<ul style="list-style-type: none"> • engaging in small group discussions. 	<p>Student Book: 104, 110, 139</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 Book: 66, 86, 88-89, 91, 112-113, 116-117, 122, 129, 133, 135, 136, 139, 140</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 Book: 29-30, 37-38, 67-68, 73-74</p>
<ul style="list-style-type: none"> • extending understanding by creating products for different purposes, different audiences and within various contexts. 	<p>Student Book: 29-30, 37-38, 67-68, 73-74, 227-229</p>
<ul style="list-style-type: none"> • analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Book: 108, 148, 189</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., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). 	<p>Student Book: 8, 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-198, 205-207, 212-216, 221-226, 231-235</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 Book: 27, 28, 29, 66, 73, 88, 89, 184, 189,</p>

COMPETENCY GOAL 6

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

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. 	<p>Student Book: 19, 30, 48, 149, 192</p>
<ul style="list-style-type: none"> • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. 	<p>Student Book: 91, 102, 218</p>
<ul style="list-style-type: none"> • applying the parts of speech to clarify language usage. 	<p>Student Book: 68, 149, 178</p>
<ul style="list-style-type: none"> • using pronouns correctly, including clear antecedents and correct case. 	<p>Student Book: 74, 149</p>
<ul style="list-style-type: none"> • using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). 	<p>Student Book: 130, 159, 192</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 Book: 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p>
<ul style="list-style-type: none"> • extending vocabulary knowledge by learning and using new words. 	<p>Student Book: 13-17, 22-28, 33-36, 41-46, 51-55, 60-66, 71-72, 76-79, 85-89, 94-100, 105-107, 111-118, 123-128, 132-138, 143-147, 152-156, 163-167, 171-176, 181-188, 194-199, 205-207, 212-216, 221-226, 231-235</p>
<ul style="list-style-type: none"> • choosing language that is precise, engaging, and well suited to the topic and audience. 	<p>Student Book: 67, 68, 102</p>
<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 Book: 109, 149, 178, 202</p>

Competency Objectives, Grade 7	Reading & Writing Sourcebook, Grade 7
<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 Book: 19, 38, 74, 81, 120, 228, 237</p>

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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	Reading & Writing Sourcebook, Grade 8
1.01 Narrate a personal account which: <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. 	Student Book: 30-31, 40-42, 170-172, 180-182
<ul style="list-style-type: none"> • establishes a point of view and sharpens focus. 	Student Book: 30-31, 40-42, 143-144, 170-172, 180-182
<ul style="list-style-type: none"> • uses remembered feelings. 	Student Book: 30-31, 40-42, 143-144, 170-172, 180-182
<ul style="list-style-type: none"> • selects details that best illuminate the topic. 	Student Book: 30-31, 40-42, 143-144, 170-172, 180-182
<ul style="list-style-type: none"> • connects events to self/society. 	Student Book: 30-31, 40-42, 143-144, 170-172, 180-182
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 30, 38, 39, 179, 186, 187, 189, 190, 191
<ul style="list-style-type: none"> • reviewing the characteristics of expressive works. 	Student Book: 29, 52, 58, 66, 70, 84, 91, 100, 114, 132, 135, 169, 173, 180, 196, 199, 207, 226, 236
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/listener. 	Student Book: 164, 196, 199, 220
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Student Book: 30-31, 186, 190, 193

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
<ul style="list-style-type: none"> drawing inferences. 	Student Book: 91, 179, 190
<ul style="list-style-type: none"> generating a learning log or journal. 	Student Book: 72-73, 143-144, 222-223
<ul style="list-style-type: none"> taking an active role in and/or leading formal/informal book/media talks. 	Student Book: 12, 21, 29, 66
1.03 Interact in group activities and/or seminars in which the student: <ul style="list-style-type: none"> shares personal reactions to questions raised. 	Student Book: 12, 21, 29, 66
<ul style="list-style-type: none"> gives reasons and cites examples from text in support of expressed opinions. 	Student Book: 12, 21, 29, 66
<ul style="list-style-type: none"> clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	Student Book: 12, 21, 29, 66
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> evaluating personal circumstances and background that shape interaction with text. 	Student Book: 76, 118, 143, 146, 156, 164, 169, 180, 184, 193, 199, 202, 207

COMPETENCY GOAL 2

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

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 46, 148, 149, 151, 152, 154
<ul style="list-style-type: none"> recognizing the characteristics of informational materials. 	Student Book: 134, 148
<ul style="list-style-type: none"> summarizing information. 	Student Book: 47-49, 153-154
<ul style="list-style-type: none"> determining the importance and accuracy of information. 	Student Book: 47-49, 153-154

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
<ul style="list-style-type: none"> making connections to related topics/information. 	Student Book: 43, 44, 146
<ul style="list-style-type: none"> generating questions. 	Student Book: 47, 147, 212
2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: <ul style="list-style-type: none"> determining purpose, audience, and context. 	Student Book: 135
<ul style="list-style-type: none"> understanding the focus. 	Student Book: 135-136
<ul style="list-style-type: none"> recognizing and/or choosing a relevant topic. 	Student Book: 135-136
<ul style="list-style-type: none"> recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. 	Student Book: 135-136
<ul style="list-style-type: none"> evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	Student Book: 135-136
<ul style="list-style-type: none"> researching and organizing information to achieve purpose. 	Student Book: 135-136
<ul style="list-style-type: none"> using notes and/or memory aids to structure information. 	Student Book: 135-136
<ul style="list-style-type: none"> supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. 	Student Book: 135-136

COMPETENCY GOAL 3

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

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. 	Student Book: 129, 193
<ul style="list-style-type: none"> • recognizing the effects of bias, emotional factors, and/or semantic slanting. 	Student Book: 184
3.02 Continue to explore and analyze the use of the problem-solution process by: <ul style="list-style-type: none"> • evaluating problems and solutions within various texts and situations. 	Student Book: 29, 128, 236
<ul style="list-style-type: none"> • utilizing the problem-solution process within various contexts/situations. 	Student Book: 30-31
<ul style="list-style-type: none"> • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. 	Student Book: 30-31
<ul style="list-style-type: none"> • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 30-31
3.02 Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> • noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. 	Student Book: 129, 193
<ul style="list-style-type: none"> • arranging details, reasons, and examples effectively and persuasively. 	Student Book: 129-130, 193-195
<ul style="list-style-type: none"> • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Student Book: 129-130, 193-195

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	Reading & Writing Sourcebook, Grade 8
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Student Book: 77, 79, 82, 180, 200
<ul style="list-style-type: none"> • evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Student Book: 184
<ul style="list-style-type: none"> • evaluating the effects of author’s craft on the reader/viewer/listener. 	Student Book: 80, 117, 172
4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	Student Book: 68, 117, 136, 172, 210
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Student Book: 193, 194, 200
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Student Book: 193
4.03 Use the stance of a critic to: <ul style="list-style-type: none"> • consider alternative points of view or reasons. 	Student Book: 70, 118
<ul style="list-style-type: none"> • remain fair-minded and open to other interpretations. 	Student Book: 70
<ul style="list-style-type: none"> • constructing a critical response/view of a work/topic. 	Student Book: 80, 81, 82

COMPETENCY GOAL 5

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

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. 	<p>Student Book: 8-10, 12-13, 21-22, 34-35, 43-44, 52-53, 61-62, 70-71, 84-85, 132-133</p>
<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	<p>Student Book: 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 85-90, 95-99, 105-113, 119-128, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216</p>
<ul style="list-style-type: none"> • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. 	<p>Student Book: 29-30, 58, 68, 79, 91, 100, 102, 117, 169, 172</p>
<ul style="list-style-type: none"> • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. 	<p>Student Book: 66-67, 91</p>
<ul style="list-style-type: none"> • analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. 	<p>Student Book: 143, 74, 180-182</p>
<ul style="list-style-type: none"> • extending understanding by creating products for different purposes, different audiences, and within various contexts. 	<p>Student Book: 31, 92</p>
<ul style="list-style-type: none"> • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>Student Book: 114-116</p>
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). 	<p>Student Book: 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 85-90, 95-99, 105-113, 119-128, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216</p>

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. 	Student Book: 31, 49, 75, 81
<ul style="list-style-type: none"> • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. 	Student Book: 93, 102
<ul style="list-style-type: none"> • applying the parts of speech to clarify language usage. 	Student Book: 162
<ul style="list-style-type: none"> • using pronouns correctly, including clear antecedents and case. 	Student Book: 59
<ul style="list-style-type: none"> • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) 	Student Book: 182
<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. 	Student Book: 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235
<ul style="list-style-type: none"> • extending vocabulary knowledge by learning and using new words. 	Student Book: 13-16, 22-28, 35-39, 44-47, 53-57, 62-65, 71-73, 77-79, 84-90, 95-99, 105-113, 119-128, 132-134, 138-142, 147-152, 157-160, 165-168, 174-179, 185-192, 197-198, 203-206, 212-216, 221-225, 230-235
<ul style="list-style-type: none"> • applying correct language conventions and usage during formal oral presentations. 	Student Book: 144, 200, 209
6.02 Continue to identify and edit errors in spoken and written English by: <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. 	Student Book: 81, 116, 144, 200, 218, 227, 237

Competency Objectives, Grade 8	Reading & Writing Sourcebook, Grade 8
<ul style="list-style-type: none"><li data-bbox="261 163 743 279">• producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.	Student Book: 19, 42, 67, 81, 136, 194



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