

THE NEW GENERATION

WRITE SOURCE

GRADES 9-12

correlated to

North Carolina English Language
Arts Standard Course of Study &
Grade Level Competencies



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correlated to
North Carolina Course of Study
English I

Competency Goal 1

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

Course of Study, English I	Write Source, Grade 9
1.01 Narrate personal experiences that offer an audience: a) scenes and incidents located effectively in time and place.	Student Book: 42-43, 129-136, 571-574 Teacher's Edition: 42-43, 88A-88B, 129-136, 571-574
b) vivid impressions of being in a setting and a sense of engagement in the events occurring.	Student Book: 48-49, 50-51, 129-136, 569-570 Teacher's Edition: 48-49, 50-51, 88A-88B, 129-136, 569-570
c) appreciation for the significance of the account.	Student Book: 44-45, 129-136, 581-585 Teacher's Edition: 44-45, 88A-88B, 129-136, 581-585
d) a sense of the narrator's personal voice.	Student Book: 46-47, 129-136, 168-169, 598-599 Teacher's Edition: 46-47, 88A-88B, 129-136, 144A-144B, 168-169, 598-599
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: a) an understanding of the student's personal reaction to the text.	Student Book: 137-143 Teacher's Edition: 88A-88B, 137-143
b) a sense of how the reaction results from careful consideration of the text.	Student Book: 137-143 Teacher's Edition: 88A-88B, 137-143

Course of Study, English I	Write Source, Grade 9
c) an awareness of how personal and cultural influences affect the response.	Student Book: 137-143 Teacher's Edition: 88A-88B, 137-143
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:	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 44-45, 131-341, 598-599 Teacher's Edition: 44-45, 88A-88B, 131-341, 598-599
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
d) demonstrating comprehension of main idea and supporting details.	Student Book: 42-43, 44-45, 255-294 Teacher's Edition: 42-43, 44-45, 254A-254B, 255-294
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	Student Book: 89-128, 417-430 Teacher's Edition: 88A-88B, 89-128, 404A-404B, 417-430
h) making connections between works, self and related topics.	Student Book: 89-128 Teacher's Edition: 88A-88B, 89-128
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 46-47, 48-49, 50-51, 295-311 Teacher's Edition: 46-47, 48-49, 50-51, 254A-254B, 295-311

Course of Study, English I	Write Source, Grade 9
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 145-184, 255-294 Teacher's Edition: 144A-144B, 145-184, 255-294
k) identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.	Student Book: 313-341, 453-461 Teacher's Edition: 312A-312B, 313-341, 404A-404B, 453-461

Competency Goal 2

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

Course of Study, English I	Write Source, Grade 9
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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
b) identifying and analyzing text components (such as organizational features) and evaluating their impact on the text.	Student Book: 44-45, 131-341, 598-599 Teacher's Edition: 44-45, 88A-88B, 131-341, 598-599
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
d) demonstrating comprehension of main idea and supporting details.	Student Book: 42-43, 44-45, 255-294 Teacher's Edition: 42-43, 44-45, 254A-254B, 255-294
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294

Course of Study, English I	Write Source, Grade 9
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 89-128, 417-430 Teacher's Edition: 88A-88B, 89-128, 404A-404B, 417-430
h) making connections between works, self and related topics.	Student Book: 89-128 Teacher's Edition: 88A-88B, 89-128
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 46-47, 48-49, 50-51, 295-311 Teacher's Edition: 46-47, 48-49, 50-51, 254A-254B, 295-311
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 145-184, 255-294 Teacher's Edition: 144A-144B, 145-184, 255-294
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 313-341, 453-461 Teacher's Edition: 312A-312B, 313-341, 404A-404B, 453-461
2.02 Explain commonly used terms and concepts by: a) clearly stating the subject to be defined.	Student Book: 42-43, 145-150 Teacher's Edition: 42-43, 144A-144B, 145-150
b) classifying the terms and identifying distinguishing characteristics.	Student Book: 151-156 Teacher's Edition: 144A-144B, 151-156
c) organizing ideas and details effectively.	Student Book: 44-45, 157-162 Teacher's Edition: 44-45, 144A-144B, 157-162
d) using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.	Student Book: 46-47, 48-49, 163-183, 678-699 Teacher's Edition: 46-47, 48-49, 144A-144B, 163-183, 678-699
e) demonstrating a clear sense of audience and purpose.	Student Book: 46-47, 561-579 Teacher's Edition: 46-47, 561-579

Course of Study, English I	Write Source, Grade 9
<p>2.03 Instruct an audience in how to perform specific operations or procedures by:</p> <p>a) considering the audience’s degree of knowledge or understanding.</p>	<p>Student Book: 185-192</p> <p>Teacher’s Edition: 144A-144B, 185-192</p>
<p>b) providing complete and accurate information.</p>	<p>Student Book: 185-192</p> <p>Teacher’s Edition: 144A-144B, 185-192</p>
<p>c) using visuals and media to make presentations/products effective.</p>	<p>Student Book: 393-403</p> <p>Teacher’s Edition: 342A-342B, 393-403</p>
<p>d) using layout and design elements to enhance presentation/product.</p>	<p>Student Book: 393-403</p> <p>Teacher’s Edition: 342A-342B, 393-403</p>
<p>2.04 Form and refine a question for investigation, using a topic of personal choice, and answers that question by:</p> <p>a) 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>	<p>Student Book: 42-43, 343-354</p> <p>Teacher’s Edition: 42-43, 342A-342B, 343-354</p>
<p>b) prioritizing and organizing the information.</p>	<p>Student Book: 44-45, 355-392, 561-579</p> <p>Teacher’s Edition: 44-45, 342A-342B, 355-392, 561-579</p>
<p>c) incorporating effective media and technology to inform or explain.</p>	<p>Student Book: 393-403</p> <p>Teacher’s Edition: 342A-342B, 393-403</p>
<p>d) reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.</p>	<p>Student Book: 46-47, 50-51, 355-392, 549-560</p> <p>Teacher’s Edition: 46-47, 50-51, 342A-342B, 355-392, 549-560</p>

Competency Goal 3

The learner will examine argumentation and develop informed opinions.

Standard Course of Study, English I	Write Source, Grade 9
3.01 Study argument by:	Student Book: 145-150
a) examining relevant reasons and evidence.	Teacher's Edition: 144A-144B, 145-150
b) noting the progressions of ideas that substantiate the proposal.	Student Book: 42-43, 44-45, 151-156 Teacher's Edition: 42-43, 44-45, 144A-144B, 151-156
c) analyzing style, tone and use of language for a particular effect.	Student Book: 46-47, 48-49, 157-162 Teacher's Edition: 46-47, 48-49, 144A-144B, 157-162
d) identifying and analyzing personal, social, historical, or cultural influences context, or biases.	Student Book: 50-51, 163-174 Teacher's Edition: 50-51, 144A-144B, 163-174
e) identifying and analyzing rhetorical strategies that support proposals.	Student Book: 175-184 Teacher's Edition: 144A-144B, 175-184
3.02 Express an informed opinion that:	Student Book: 201-210
a) states clearly a personal view.	Teacher's Edition: 200A-200B, 201-210
b) is logical and coherent.	Student Book: 211-216 Teacher's Edition: 200A-200B, 211-216
c) engages the reader's interest or curiosity.	Student Book: 211-216 Teacher's Edition: 200A-200B, 211-216
3.03 Support that informed opinion by:	Student Book: 217-228
a) providing relevant and convincing reasons.	Teacher's Edition: 200A-200B, 217-228
b) using various types of evidence, such as experience or facts.	Student Book: 217-228 Teacher's Edition: 200A-200B, 217-228

Standard Course of Study, English I	Write Source, Grade 9
<p>c) using appropriate and effective language, reasons, and organizational structure for the audience and purpose.</p>	<p>Student Book: 229-232 Teacher’s Edition: 200A-200B, 229-232</p>
<p>d) demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.</p>	<p>Student Book: 233-238 Teacher’s Edition: 200A-200B, 233-238</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> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.</p>	<p>Student Book: 473-482 Teacher’s Edition: 462A-462B, 473-482</p>
<p>b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</p>	<p>Student Book: 44-45, 131-341, 598-599 Teacher’s Edition: 44-45, 88A-88B, 131-341, 598-599</p>
<p>c) providing textual evidence to support understanding of and reader’s response to text.</p>	<p>Student Book: 255-294 Teacher’s Edition: 254A-254B, 255-294</p>
<p>d) demonstrating comprehension of main idea and supporting details.</p>	<p>Student Book: 42-43, 44-45, 255-294 Teacher’s Edition: 42-43, 44-45, 254A-254B, 255-294</p>
<p>e) summarizing key events and/or points from text.</p>	<p>Student Book: 483-490 Teacher’s Edition: 462A-462B, 483-490</p>
<p>f) making inferences, predicting, and drawing conclusions based on text.</p>	<p>Student Book: 255-294 Teacher’s Edition: 254A-254B, 255-294</p>
<p>g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.</p>	<p>Student Book: 89-128, 417-430 Teacher’s Edition: 88A-88B, 89-128, 404A-404B, 417-430</p>

Standard Course of Study, English I	Write Source, Grade 9
h) making connections between works, self and related topics.	Student Book: 89-128 Teacher's Edition: 88A-88B, 89-128
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 46-47, 48-49, 50-51, 295-311 Teacher's Edition: 46-47, 48-49, 50-51, 254A-254B, 295-311
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 145-184, 255-294 Teacher's Edition: 144A-144B, 145-184, 255-294
k) identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.	Student Book: 313-341, 453-461 Teacher's Edition: 312A-312B, 313-341, 404A-404B, 453-461

Competency Goal 4

The learner will create and use standards to critique communication.

Standard Course of Study, English I	Write Source, Grade 9
4.01 Evaluate the effectiveness of communication by: a) examining the use of strategies in a presentation/product.	Student Book: 61-72, 602-603 Teacher's Edition: 61-72, 602-603
b) applying a set a predetermined standards.	Student Book: 55-60 Teacher's Edition: 55-60
c) creating an additional set of standards and applying them to the presentation/product.	Student Book: 61-72 Teacher's Edition: 61-72
d) comparing effective strategies used in different presentations/ products.	Student Book: 55-60, 581-603 Teacher's Edition: 55-60, 581-603
4.02 Read and critique various genres by: a) using preparation, engagement, and reflection strategies appropriate for the text.	Student Book: 180-181, 234-235 Teacher's Edition: 144A-144B, 180-181, 234-235

Standard Course of Study, English I	Write Source, Grade 9
b) identifying and using standard to evaluate aspects of the work or the work as a whole.	Student Book: 124-125 Teacher's Edition: 88A-88B, 124-125
c) judging the impact of different stylistic and literary devices on the work.	Student Book: 290-291 Teacher's Edition: 254A-254B, 290-291
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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 44-45, 131-341, 598-599 Teacher's Edition: 44-45, 88A-88B, 131-341, 598-599
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
d) demonstrating comprehension of main idea and supporting details.	Student Book: 42-43, 44-45, 255-294 Teacher's Edition: 42-43, 44-45, 254A-254B, 255-294
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	Student Book: 89-128, 417-430 Teacher's Edition: 88A-88B, 89-128, 404A-404B, 417-430
h) making connections between works, self and related topics.	Student Book: 89-128 Teacher's Edition: 88A-88B, 89-128

Standard Course of Study, English I	Write Source, Grade 9
i) analyzing and evaluating the effects of author’s craft and style.	Student Book: 46-47, 48-49, 50-51, 295-311 Teacher’s Edition: 46-47, 48-49, 50-51, 254A-254B, 295-311
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 145-184, 255-294 Teacher’s Edition: 144A-144B, 145-184, 255-294
k) identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.	Student Book: 313-341, 453-461 Teacher’s Edition: 312A-312B, 313-341, 404A-404B, 453-461

Competency Goal 5

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

Standard Course of Study, English I	Write Source, Grade 9
5.01 Read and analyze selected works of world literature by: a) using effective strategies for preparation, engagement, and reflection.	Student Book: 473-482 Teacher’s Edition: 462A-462B, 473-482
b) recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drams (e.g., tragedy, comedy).	Student Book: 255-294 Teacher’s Edition: 254A-254B, 255-294
c) interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.	Student Book: 313-341 Teacher’s Edition: 312A-312B, 313-314
d) understanding the importance of tone, mood, diction, and style.	Student Book: 24-25, 549-560, 598-599 Teacher’s Edition: 24-25, 549-560, 598-599
e) explaining and interpreting archetypal characters, themes, settings.	Student Book: 255-294, 264, 318, 327-328, 586-587 Teacher’s Edition: 255-294, 264, 318, 327-328, 586-587

Standard Course of Study, English I	Write Source, Grade 9
f) explaining how point of view is developed and its effect on literary texts.	Student Book: 322, 598-599 Teacher's Edition: 322, 598-599
h) determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.	Student Book: 264, 318, 327-328, 586-587 Teacher's Edition: 264, 318, 327-328, 586-587
i) explaining how the writer creates character, setting, motif, theme, and other elements.	Student Book: 255-294 Teacher's Edition: 255-294
j) understanding the importance of cultural and historical impact on literary texts.	Student Book: 417-430 Teacher's Edition: 404A-404B, 417-430
k) producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.	Student Book: 313-341 Teacher's Edition: 312A-312B, 313-341
5.02 Demonstrate increasing comprehension and ability to respond personally to texts by: a) selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature.	Student Book: 295-311, 473-482 Teacher's Edition: 254A-254B, 295-311, 473-482
b) documenting the reading of student-chosen works.	Student Book: 467-472 Teacher's Edition: 467-472
5.03 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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 44-45, 131-341, 598-599 Teacher's Edition: 44-45, 88A-88B, 131-341, 598-599

Standard Course of Study, English I	Write Source, Grade 9
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
d) demonstrating comprehension of main idea and supporting details.	Student Book: 42-43, 44-45, 255-294 Teacher's Edition: 42-43, 44-45, 254A-254B, 255-294
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 255-294 Teacher's Edition: 254A-254B, 255-294
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 89-128, 417-430 Teacher's Edition: 88A-88B, 89-128, 404A-404B, 417-430
h) making connections between works, self and related topics.	Student Book: 89-128 Teacher's Edition: 88A-88B, 89-128
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 46-47, 48-49, 50-51, 295-311 Teacher's Edition: 46-47, 48-49, 50-51, 254A-254B, 295-311
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 145-184, 255-294 Teacher's Edition: 144A-144B, 145-184, 255-294
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 313-341, 453-461 Teacher's Edition: 312A-312B, 313-341, 404A-404B, 453-461

Competency Goal 6

The learner will apply conventions of grammar and language usage.

Standard Course of Study, English I	Write Source, Grade 9
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <p>a) uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.</p>	<p>Student Book: 50-51, 549-560, 738-763</p> <p>Teacher's Edition: 50-51, 549-560, 738-763</p>
<p>b) selects verb tense to show an appropriate sense of time.</p>	<p>Student Book: 714-725</p> <p>Teacher's Edition: 714-725</p>
<p>c) applies parts of speech to clarify and edit language.</p>	<p>Student Book: 50-51, 52-53, 605-647, 648-671, 714-727</p> <p>Teacher's Edition: 50-51, 52-53, 605-647, 648-671, 714-727</p>
<p>d) addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details, appropriate and exact words; and conciseness.</p>	<p>Student Book: 533-548, 549-560, 605-647, 678-699, 738-763</p> <p>Teacher's Edition: 533-548, 549-560, 605-647, 678-699, 738-763</p>
<p>e) analyzes the place and role of dialects and standard/nonstandard English.</p>	<p>Student Book: 112, 120, 323-332, 598</p> <p>Teacher's Edition: 88A-88B, 112, 120, 312A-312B, 323-332, 598</p>
<p>f) uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meaning of words.</p>	<p>Student Book: 533-560, 678-699</p> <p>Teacher's Edition: 533-560, 678-699</p>
<p>6.02 Discern and correct errors in spoken and written English by:</p> <p>a) avoiding fragments, run-ons, and comma splices.</p>	<p>Student Book: 738-763</p> <p>Teacher's Edition: 738-763</p>
<p>b) selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.</p>	<p>Student Book: 700-737</p> <p>Teacher's Edition: 700-737</p>
<p>c) using and placing modifiers correctly.</p>	<p>Student Book: 559</p> <p>Teacher's Edition: 559</p>
<p>d) editing for spelling and mechanics (punctuation and capitalization).</p>	<p>Student Book: 605-647, 648-671</p> <p>Teacher's Edition: 605-647, 648-671</p>



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Grade 10
correlated to
North Carolina Course of Study
English II

Competency Goal 1

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

Course of Study, English II	Write Source, Grade 10
1.01 Produce reminiscences (about a person, event, object, place, animal) that engage the audience by: a) using specific and sensory details with purpose.	Student Book: 97, 109, 129-136 Teacher's Edition: 88A-88B, 97, 109, 129-136
b) explaining the significance of the reminiscence from an objective perspective.	Student Book: 88-128 Teacher's Edition: 88-128
c) moving effectively between past and present.	Student Book: 129-136 Teacher's Edition: 129-136
d) recreating the mood felt by the author during the reminiscence.	Student Book: 532-548 Teacher's Edition: 532-548
1.02 Respond reflectively (through small group discussion, class discussion, journal entry, essay, letter, dialogue) to written and visual texts by: a) relating personal knowledge to textual information or class discussion.	Student Book: 4-5, 55-60, 137-143, 462-472 Teacher's Edition: 4-5, 55-60, 88A-88B, 137-143, 462-472
b) showing an awareness of one's own culture as well as the cultures of others.	Student Book: 417-430 Teacher's Edition: 404A-404B, 417-430

Course of Study, English II	Write Source, Grade 10
c) exhibiting an awareness of culture in which text is set or in which text was written.	Student Book: 417-430 Teacher's Edition: 417-430
d) explaining how culture affects personal responses.	Student Book: 417-430 Teacher's Edition: 417-430
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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
c) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 312-322 Teacher's Edition: 312A-312B, 312-322
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 254-311 Teacher's Edition: 254A-254B, 254-311
d) demonstrating comprehension of main idea and supporting details.	Student Book: 254-311 Teacher's Edition: 254-311
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 473-482 Teacher's Edition: 473-482
g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	Student Book: 295-311 Teacher's Edition: 254A-254B, 295-311
h) making connections between works, self and related topics.	Student Book: 295-311 Teacher's Edition: 295-311

Course of Study, English II	Write Source, Grade 10
i) analyzing and evaluating the effects of author’s craft and style.	Student Book: 532-548 Teacher’s Edition: 532-548
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 580-603 Teacher’s Edition: 580-603
k) identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.	Student Book: 453-461 Teacher’s Edition: 404A-404B, 453-461

Competency Goal 2

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

Course of Study, English II	Write Source, Grade 10
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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.	Student Book: 473-482 Teacher’s Edition: 462A-462B, 473-482
b) identifying and analyzing text components (such as organizational features) and evaluating their impact on the text.	Student Book: 312-322 Teacher’s Edition: 254A-254B, 312-322
c) providing textual evidence to support understanding of and reader’s response to text.	Student Book: 254-311 Teacher’s Edition: 254-311
d) demonstrating comprehension of main idea and supporting details.	Student Book: 254-311 Teacher’s Edition: 254-311
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher’s Edition: 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 473-482 Teacher’s Edition: 473-482

Course of Study, English II	Write Source, Grade 10
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 295-311 Teacher's Edition: 295-311
h) making connections between works, self and related topics.	Student Book: 295-311 Teacher's Edition: 295-311
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 532-548 Teacher's Edition: 532-548
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 580-603 Teacher's Edition: 580-603
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 193-238 Teacher's Edition: 144A-144B, 193-238
2.02 Create responses that examine a cause/effect relationship among events by: a) effectively summarizing situations.	Student Book: 145-184, 483-490 Teacher's Edition: 145-184, 483-490
b) showing a clear, logical connection among events.	Student Book: 145-184 Teacher's Edition: 145-184
c) logically organizing connections by transitioning between points.	Student Book: 103, 111, 167, 214, 217, 592-593 Teacher's Edition: 103, 111, 167, 214, 217, 592-593
d) developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points.	Student Book: 581-603 Teacher's Edition: 581-603
2.05 Pose questions prompted by texts (such as the impact of imperialism on <i>Things Fall Apart</i>) and research answers by: b) Accessing cultural information or explanations from print and non-print media sources.	Student Book: 295-311 Teacher's Edition: 295-311

Course of Study, English II	Write Source, Grade 10
b) prioritizing and organizing information to construct a complete and reasonable explanation.	Student Book: 581-603 Teacher's Edition: 581-603

Competency Goal 3

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

Standard Course of Study, English II	Write Source, Grade 10
3.01 Examine controversial issues by:	Student Book: 239-246
a) sharing and evaluating initial personal response.	Teacher's Edition: 200A-200B, 239-246
b) researching and summarizing printed data.	Student Book: 342-392 Teacher's Edition: 342A-342B, 342-392
c) developing a framework in which to discuss the issue (creating a context).	Student Book: 185-192 Teacher's Edition: 144A-144B, 185-192
d) compiling personal responses and researched data to organize the argument.	Student Book: 247-253 Teacher's Edition: 200A-200B, 247-253
e) presenting data in such forms as a graphic, an essay, a speech, or a video.	Student Book: 123, 179, 233, 289, 393-402, 602-603 Teacher's Edition: 123, 179, 233, 289, 393-402, 602-603
3.03 Produce editorials or responses to editorials for a neutral audience by providing:	Student Book: 201-238, 239-246 Teacher's Edition: 201-238, 239-246
a) a clearly stated position or proposed solution.	
b) relevant, reliable support.	Student Book: 201-238, 239-246 Teacher's Edition: 201-238, 239-246
3.03 Respond to issues in literature in such a way that:	Student Book: 295-311
a) requires gathering of information to prove a particular point.	Teacher's Edition: 254A-254B, 295-311

Standard Course of Study, English II	Write Source, Grade 10
b) effectively uses reason and evidence to prove a given point.	Student Book: 255-311 Teacher's Edition: 255-311
c) emphasizes culturally significant events.	Student Book: 417-430 Teacher's Edition: 404A-404B, 417-430
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:	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482
a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 312-322 Teacher's Edition: 312A-312B, 312-322
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 254-311 Teacher's Edition: 254A-254B, 254-311
d) demonstrating comprehension of main idea and supporting details.	Student Book: 254-311 Teacher's Edition: 254-311
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 473-482 Teacher's Edition: 473-482
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 295-311 Teacher's Edition: 254A-254B, 295-311
h) making connections between works, self and related topics.	Student Book: 295-311 Teacher's Edition: 295-311

Standard Course of Study, English II	Write Source, Grade 10
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 532-548 Teacher's Edition: 532-548
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 580-603 Teacher's Edition: 580-603
k) identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.	Student Book: 247-253 Teacher's Edition: 200A-200B, 247-253

Competency Goal 4

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

Standard Course of Study, English II	Write Source, Grade 10
4.01 Interpret a real-world event in a way that:	Student Book: 201-238
c) makes generalizations about the event supported by specific references.	Teacher's Edition: 200A-200B, 201-238
b) reflects on observations and shows how the event affected the current viewpoint.	Student Book: 201-238 Teacher's Edition: 201-238
c) distinguishes fact from fiction and recognizes personal bias.	Student Book: 343-354 Teacher's Edition: 343-354
4.02 Analyze thematic connections among literary works by:	Student Book: 254-294 Teacher's Edition: 254A-254B, 254-294
a) showing an understanding of cultural context.	
b) using specific references from texts to show how a theme is universal.	Student Book: 254-294 Teacher's Edition: 254-294
c) examining how elements such as irony and symbolism impact theme.	Student Book: 580-603 Teacher's Edition: 580-603

Standard Course of Study, English II	Write Source, Grade 10
<p>4.03 Analyze the ideas of others by identifying the ways in which writers:</p> <p>a) introduce and develop a main idea.</p>	<p>Student Book: 13-31, 39-43</p> <p>Teacher’s Edition: 13-31, 39-43</p>
<p>b) choose and incorporate significant, supporting, relevant details.</p>	<p>Student Book: 13-31, 46-47, 50-51</p> <p>Teacher’s Edition: 13-31, 46-47, 50-51</p>
<p>c) relate the structure/organization to the ideas.</p>	<p>Student Book: 44-45, 561-579</p> <p>Teacher’s Edition: 44-45, 561-579</p>
<p>d) use effective word choice as a basis for coherence.</p>	<p>Student Book: 48-49, 533-548, 678-699</p> <p>Teacher’s Edition: 48-49, 533-548, 678-699</p>
<p>e) achieve a sense of completeness and closure.</p>	<p>Student Book: 52-53</p> <p>Teacher’s Edition: 6A-6B, 52-53</p>
<p>4.04 Evaluate the information, explanations, or ideas of others by:</p> <p>a) identifying clear, reasonable criteria for evaluation.</p>	<p>Student Book: 61-72</p> <p>Teacher’s Edition: 61-72</p>
<p>b) applying those criteria using reasoning and substantiation.</p>	<p>Student Book: 55-60</p> <p>Teacher’s Edition: 55-60</p>
<p>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:</p> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.</p>	<p>Student Book: 473-482</p> <p>Teacher’s Edition: 462A-462B, 473-482</p>
<p>d) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</p>	<p>Student Book: 312-322</p> <p>Teacher’s Edition: 312A-312B, 312-322</p>
<p>c) providing textual evidence to support understanding of and reader’s response to text.</p>	<p>Student Book: 254-311</p> <p>Teacher’s Edition: 254A-254B, 254-311</p>

Standard Course of Study, English II	Write Source, Grade 10
d) demonstrating comprehension of main idea and supporting details.	Student Book: 254-311 Teacher's Edition: 254-311
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher's Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 473-482 Teacher's Edition: 473-482
g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	Student Book: 295-311 Teacher's Edition: 254A-254B, 295-311
h) making connections between works, self and related topics.	Student Book: 295-311 Teacher's Edition: 295-311
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 532-548 Teacher's Edition: 532-548
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 580-603 Teacher's Edition: 580-603
k) identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.	Student Book: 473-482 Teacher's Edition: 473-482

Competency Goal 5

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

Standard Course of Study, English II	Write Source, Grade 10
5.01 Read and analyze selected works of world literature by: b) using effective strategies for preparation, engagement, and reflection.	Student Book: 473-482 Teacher's Edition: 462A-462B, 473-482

Standard Course of Study, English II	Write Source, Grade 10
<p>b) 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>	<p>Student Book: 312-341</p> <p>Teacher’s Edition: 312A-312B, 312-341</p>
<p>c) 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>	<p>Student Book: 600-601</p> <p>Teacher’s Edition: 600-601</p>
<p>d) analyzing the importance of tone and mood.</p>	<p>Student Book: 598-599</p> <p>Teacher’s Edition: 598-599</p>
<p>e) analyzing archetypal characters, themes, and settings in world literature</p>	<p>Student Book: 318, 327-328</p> <p>Teacher’s Edition: 312A-312B, 318, 327-328</p>
<p>f) making comparisons and connections between historical and contemporary issues.</p>	<p>Student Book: 417-430</p> <p>Teacher’s Edition: 404A-404B, 417-430</p>
<p>g) understanding the importance of cultural and historical impact on literary texts.</p>	<p>Student Book: 417-430</p> <p>Teacher’s Edition: 417-430</p>
<p>5.02 Demonstrate increasing comprehension and ability to respond personally to texts by:</p> <p>a) selecting and exploring a wide range of works which relate to an issue, author, or theme of world literature.</p>	<p>Student Book: 473-482</p> <p>Teacher’s Edition: 462A-462B, 473-482</p>
<p>b) documenting the reading of student-chosen works.</p>	<p>Student Book: 4-5, 35, 586</p> <p>Teacher’s Edition: 4-5, 35, 586</p>
<p>5.03 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> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.</p>	<p>Student Book: 473-482</p> <p>Teacher’s Edition: 473-482</p>

Standard Course of Study, English II	Write Source, Grade 10
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 312-322 Teacher’s Edition: 312A-312B, 312-322
c) providing textual evidence to support understanding of and reader’s response to text.	Student Book: 254-311 Teacher’s Edition: 254A-254B, 254-311
d) demonstrating comprehension of main idea and supporting details.	Student Book: 254-311 Teacher’s Edition: 254--311
e) summarizing key events and/or points from text.	Student Book: 483-490 Teacher’s Edition: 462A-462B, 483-490
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 473-482 Teacher’s Edition: 473-482
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 295-311 Teacher’s Edition: 295-311
h) making connections between works, self and related topics.	Student Book: 295-311 Teacher’s Edition: 295-311
i) analyzing and evaluating the effects of author’s craft and style.	Student Book: 532-548 Teacher’s Edition: 532-548
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 580-603 Teacher’s Edition: 580-603
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 453-461 Teacher’s Edition: 404A-404B, 453-461

Competency Goal 6

The learner will apply conventions of grammar and language usage.

Standard Course of Study, English II	Write Source, Grade 10
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <p>b) employing varying sentence structures (e.g., inversions, introductory phrases) and sentence types (e.g., simple, compound, complex, compound-complex).</p>	<p>Student Book: 549-560, 738-763</p> <p>Teacher's Edition: 549-560, 738-763</p>
<p>b) analyzing authors' choice of words, sentence structure, and use of language.</p>	<p>Student Book: 532-548</p> <p>Teacher's Edition: 532-548</p>
<p>c) using word recognition strategies to understand vocabulary and exact word choice (Greek, Latin roots and affixes, analogies, idioms, denotation, connotation).</p>	<p>Student Book: 693-699</p> <p>Teacher's Edition: 693-699</p>
<p>d) using vocabulary strategies such as context clues, resources, and structural analysis (root, prefixes, etc.) to determining meaning of words and phrases.</p>	<p>Student Book: 501-512</p> <p>Teacher's Edition: 501-512</p>
<p>e) examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking.</p>	<p>Student Book: 672-678</p> <p>Teacher's Edition: 672-678</p>
<p>f) using correct form/format for essays, business letters, research papers, bibliographies.</p>	<p>Student Book: 342-392, 513-520</p> <p>Teacher's Edition: 342-392, 513-520</p>
<p>g) using language effectively to create mood and tone.</p>	<p>Student Book: 678-699</p> <p>Teacher's Edition: 678-699</p>
<p>6.02 Edit for:</p> <p>a) subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences.</p>	<p>Student Book: 700-737</p> <p>Teacher's Edition: 700-737</p>
<p>b) appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks).</p>	<p>Student Book: 604-648</p> <p>Teacher's Edition: 604-648</p>

Standard Course of Study, English II	Write Source, Grade 10
c) parallel structure.	Student Book: 738-763 Teacher's Edition: 738-763
d) clichés trite expressions.	Student Book: 114 Teacher's Edition: 114
e) spelling.	Student Book: 664-669 Teacher's Edition: 664-669

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correlated to
North Carolina Course of Study
English III

Competency Goal 1

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

Course of Study, English III	Write Source, Grade 11
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"> a) elaborating upon a significant past episode from the student's current perspective. 	Student Book: 155-161 Teacher's Edition: 140A-140B, 155-161
<ul style="list-style-type: none"> b) projecting the student's voice in the work through reflective interpretation of relationships to people and events. 	Student Book: 67-72, 155-161 Teacher's Edition: 67-72, 140A-140B, 155-161
<ul style="list-style-type: none"> c) writing for a specific audience and purpose. 	Student Book: 67-72, 97-104, 155-161 Teacher's Edition: 67-72, 97-104, 155-161
1.02 Reflect and respond expressively to texts so that the audience will: <ul style="list-style-type: none"> a) discover multiple perspectives. 	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314
<ul style="list-style-type: none"> b) investigate connections between life and literature. 	Student Book: 141-154, 275-314 Teacher's Edition: 140A-140B, 141-154, 274A-274B, 275-314
<ul style="list-style-type: none"> c) explore how the student's life experiences influence his or her response to the selection. 	Student Book: 141-154, 323-337 Teacher's Edition: 140A-140B, 141-154, 274A-274B, 323-337
<ul style="list-style-type: none"> d) recognize how the responses of others may be different. 	Student Book: 203-210 Teacher's Edition: 162A-162B, 203-210

Course of Study, English III	Write Source, Grade 11
e) articulate insightful connections between life and literature.	Student Book: 97-139, 141-154, 275-314, 678-699 Teacher's Edition: 97-139, 140A-140B, 141-154, 274A-274B, 275-314, 678-699
f) consider cultural or historical significance.	Student Book: 463-476 Teacher's Edition: 450A-450B, 463-476

Competency Goal 2

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

Course of Study, English III	Write Source, Grade 11
2.01 Research ideas, events, and/or movements related to United States culture by: a) locating facts and details for purposeful elaboration.	Student Book: 371-382 Teacher's Edition: 370A-370B, 371-382
b) organizing information to create a structure for purpose, audience, and context.	Student Book: 59-66, 97-139 Teacher's Edition: 59-66, 97-139
c) excluding extraneous information.	Student Book: 417-424 Teacher's Edition: 370A-370B, 417-424
d) providing accurate documentation.	Student Book: 425-438 Teacher's Edition: 370A-370B, 425-438
2.02 Examine and explain how culture influences language through projects such as: a) showing the evolution of forms of communication in the United States (e.g., the Pony Express, telegraph, telephone, fax, e-mail).	Student Book: 163-202 Teacher's Edition: 162A-162B, 163-202
b) tracing the development of technology in a particular area such as audio or video recordings, radio, television, and film.	Student Book: 163-202 Teacher's Edition: 162A-162B, 163-202

Course of Study, English III	Write Source, Grade 11
c) demonstrating proficiency in accessing and sending information electronically, using conventions appropriate to the audience.	Student Book: 434-436 Teacher's Edition: 370A-370B, 434-436
2.06 Respond to informational texts by:	Student Book: 533-542 Teacher's Edition: 522A-522B, 533-542
a) using a variety of strategies for preparation, engagement, and reflection.	
b) paraphrasing main ideas and supporting details present in texts.	Student Book: 543-550 Teacher's Edition: 522A-522B, 543-550
c) explaining significant connections among the speaker's/author's purpose, tone, biases, and the message for the intended audience.	Student Book: 589-603 Teacher's Edition: 589-603

Competency Goal 3

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

Standard Course of Study, English III	Write Source, Grade 11
3.01 Use language persuasively in addressing a particular issue by:	Student Book: 371-382 Teacher's Edition: 370A-370B, 371-382
a) finding and interpreting information effectively.	
b) recognizing propaganda as a purposeful technique.	Student Book: 417-424 Teacher's Edition: 370A-370B, 417-424
c) establishing and defending a point of view.	Student Book: 219-258 Teacher's Edition: 218A-218B, 219-258
d) responding respectfully to viewpoints and biases.	Student Book: 211-217, 267-273 Teacher's Edition: 162A-162B, 211-217, 218A-218B, 267-273
3.04 Select an issue or theme and take a stance on that issue by:	Student Book: 163-202, 219-258 Teacher's Edition: 162A-162B, 163-202, 218A-218B, 219-258
a) reflecting the viewpoints(s) of Americans of different times and places.	

Standard Course of Study, English III	Write Source, Grade 11
b) showing sensitivity or empathy for the culture represented.	Student Book: 163-202, 219-258 Teacher’s Edition: 162A-162B, 163-202, 218A-218B, 219-258
c) supporting the argument with specific reasons.	Student Book: 163-202, 219-258 Teacher’s Edition: 162A-162B, 163-202, 218A-218B, 219-258
3.03 Use argumentation for:	Student Book: 417-424
a) interpreting researched information effectively.	Teacher’s Edition: 370A-370B, 417-424
b) establishing and defending a point of view.	Student Book: 219-258 Teacher’s Edition: 218A-218B, 219-258
c) addressing concerns of the opposition.	Student Book: 203-209 Teacher’s Edition: 162A-162B, 203-209
d) using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images).	Student Book: 59-66, 73-80, 113-120, 598-603 Teacher’s Edition: 59-66, 73-80, 113-120, 598-603
e) developing a sense of completion.	Student Book: 89-90, 91-95, 127-132, 133-139 Teacher’s Edition: 89-90, 91-95, 127-132, 133-139

Competency Goal 4

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

Standard Course of Study, English III	Write Source, Grade 11
4.01 Interpret meaning for an audience by:	Student Book: 341-350, 598-599
e) examining the functions and the effects of narrative strategies such as plot, conflict, suspense, point of view, characterization, and dialogue.	Teacher’s Edition: 340A-340B, 341-350, 598-599

Standard Course of Study, English III	Write Source, Grade 11
b) interpreting the effect of figures of speech (e.g., personification, oxymoron) and the effect of devices of sound (e.g., alliteration, onomatopoeia).	Student Book: 361-369, 600-601 Teacher’s Edition: 340A-340B, 361-369, 600-601
c) analyzing stylistic features such as word choice, and links between sense and sound.	Student Book: 361-369, 600-601, 678-699 Teacher’s Edition: 340A-340B, 361-369, 600-601, 678-699
d) identifying ambiguity, contradiction, irony, parody, and satire.	Student Book: 259-266, 356, 600-601 Teacher’s Edition: 218A-218B, 259-266, 356, 600-601
e) demonstrating how literary works reflect the culture that shaped them.	Student Book: 275-314 Teacher’s Edition: 274A-274B, 275-314
4.02 Develop thematic connections among literary works by: a) connecting themes that occur across genres or works from different time periods.	Student Book: 275-314 Teacher’s Edition: 274A-274B, 275-314
b) using specific references to validate connections.	Student Book: 323-339 Teacher’s Edition: 274A-274B, 323-339
c) examining how representative elements such as mood, tone, and style impact the development of a theme.	Student Book: 275-314, 598-603 Teacher’s Edition: 274A-274B, 275-314, 598-603
4.03 Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents by: a) identifying the intent and message of the author or artist.	Student Book: 275-314 Teacher’s Edition: 274A-274B, 275-314
b) recognizing how the author addresses opposing viewpoints.	Student Book: 203-210 Teacher’s Edition: 162A-162B, 203-210
c) articulating a personal response to the message and method of the author or artist.	Student Book: 497-506 Teacher’s Edition: 450A-450B, 497-506

Standard Course of Study, English III	Write Source, Grade 11
d) evaluating the historical significance of the work.	Student Book: 463-476 Teacher’s Edition: 450A-450B, 463-476

Competency Goal 5

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

Standard Course of Study, English III	Write Source, Grade 11
5.01 Interpret the significance of literary movements as they have evolved through the literature of the United States by: c) analyzing the characteristics of literary genres, including fiction, non-fiction, drama, and poetry, and how the selection of genre shapes meaning.	Student Book: 275-314, 315-322, 341-369, 602-603 Teacher’s Edition: 274A-274B, 275-314, 315-322, 340A-340B, 341-369, 602-603
b) relating ideas, styles, and themes within literary movements of the United States.	Student Book: 275-314, 315-322 Teacher’s Edition: 274A-274B, 275-314, 315-322
c) understanding influences that progress through the literary movements of the United States.	Student Book: 275-314, 315-322 Teacher’s Edition: 274A-274B, 275-314, 315-322
d) evaluating the literary merit and/or historical significance of a work from Colonial Literature, the Romantic Era, Realism, the Modern Era, and Contemporary Literature.	Student Book: 323-339 Teacher’s Edition: 274A-274B, 323-339
5.02 Analyze the relationships among United States authors and their works by: a) making and supporting valid responses about the text through references to other works and authors.	Student Book: 323-339 Teacher’s Edition: 274A-274B, 323-339
b) comparing texts to show similarities or differences in themes, characters, or ideas.	Student Book: 203-210, 275-314 Teacher’s Edition: 162A-162B, 203-210, 275-314

Competency Goal 6

The learner will apply conventions of grammar and language usage.

Standard Course of Study, English III	Write Source, Grade 11
<p>6.01 Demonstrate an understanding of the conventions of language by:</p> <p>c) decoding vocabulary using knowledge of Anglo-Saxon, Greek, and Latin bases and affixes.</p>	<p>Student Book: 73-80, 678-699</p> <p>Teacher's Edition: 73-80, 678-699</p>
<p>b) discerning the relationship of word meanings between pairs of words in analogies (synonyms/antonyms, connotation/denotation).</p>	<p>Student Book: 73-80, 678-699, 700-737</p> <p>Teacher's Edition: 73-80, 678-699, 700-737</p>
<p>c) 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>	<p>Student Book: 67-72, 73-80, 81-88, 89-90, 113-120</p> <p>Teacher's Edition: 67-72, 73-80, 81-88, 89-90, 113-120</p>
<p>d) contrasting use of language conventions of authors in different time periods of United States literature.</p>	<p>Student Book: 89-90, 127-132, 211-217, 585</p> <p>Teacher's Edition: 89-90, 211-217, 585</p>
<p>e) analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic environment, or public speaking events.</p>	<p>Student Book: 439-449, 507-521, 561-575</p> <p>Teacher's Edition: 370A-370B, 439-449, 450A-450B, 507-521, 561-575</p>
<p>6.02 Discern and correct errors in speaking and writing at a level appropriate to eleventh grade by:</p> <p>a) reviewing and refining purposeful use of varying sentence types with correct punctuation.</p>	<p>Student Book: 81-88, 89-90, 605-647, 738-763</p> <p>Teacher's Edition: 81-88, 89-90, 605-647, 738-763</p>
<p>b) reviewing and refining correct pronoun usage, antecedents, and case.</p>	<p>Student Book: 700-737</p> <p>Teacher's Edition: 700-737</p>
<p>c) refining subject/verb agreement and choice of tense.</p>	<p>Student Book: 738-763</p> <p>Teacher's Edition: 738-763</p>
<p>d) extending effective use of phrases and clauses.</p>	<p>Student Book: 612-613, 742-743</p> <p>Teacher's Edition: 612-613, 742-743</p>

Standard Course of Study, English III	Write Source, Grade 11
e) discussing parts of speech as they relate to writing.	Student Book: 700-737 Teacher's Edition: 700-737
f) editing for correct spelling and mechanics.	Student Book: 89-90, 127-139, 648-671 Teacher's Edition: 89-90, 127-139, 648-671



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correlated to
North Carolina Course of Study
English IV

Competency Goal 1

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

Course of Study, English IV	Write Source, Grade 12
1.01 Compose reflective texts that give the audience: a) an understanding of complex thoughts and feelings.	Student Book: 140-154 Teacher's Edition: 140A-140B, 140-154
b) a sense of significance (social, political, or philosophical implications).	Student Book: 140-154 Teacher's Edition: 140A-140B, 140-154
c) a sense of encouragement to reflect on his or her own ideas.	Student Book: 219-258 Teacher's Edition: 162A-162B, 219-258
1.02 Respond to texts so that the audience will: a) empathize with the voice of the text.	Student Book: 48-52, 67-72, 599 Teacher's Edition: 48-52, 67-72, 599
b) make connections between the learner's life and the text reflect on how cultural or historical perspective may have influenced these responses.	Student Book: 140-154, 463-476 Teacher's Edition: 140-154, 450A-450B, 463-476
c) examine the learner's own response in light of peers' responses recognize features of the author's use of language and how the learner relates these features to his/her own writing.	Student Book: 121-126, 323-339 Teacher's Edition: 121-126, 274A-274B, 323-339

Course of Study, English IV	Write Source, Grade 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> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.</p>	<p>Student Book: 533-542</p> <p>Teacher's Edition: 522A-522B, 533-542</p>
<p>d) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</p>	<p>Student Book: 59-66, 341-350</p> <p>Teacher's Edition: 59-66, 340A-340B, 341-350</p>
<p>c) providing textual evidence to support understanding of and reader's response to text.</p>	<p>Student Book: 275-314</p> <p>Teacher's Edition: 274A-274B, 275-314</p>
<p>d) demonstrating comprehension of main idea and supporting details.</p>	<p>Student Book: 51-58, 275-314</p> <p>Teacher's Edition: 51-58, 274A-274B, 275-314</p>
<p>e) summarizing key events and/or points from text.</p>	<p>Student Book: 543-550</p> <p>Teacher's Edition: 522A-522B, 543-550</p>
<p>f) making inferences, predicting, and drawing conclusions based on text.</p>	<p>Student Book: 275-314</p> <p>Teacher's Edition: 274A-274B, 275-314</p>
<p>g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.</p>	<p>Student Book: 463-476</p> <p>Teacher's Edition: 450A-450B, 463-476</p>
<p>h) making connections between works, self and related topics.</p>	<p>Student Book: 141-154</p> <p>Teacher's Edition: 140A-140B, 141-154</p>
<p>i) analyzing and evaluating the effects of author's craft and style.</p>	<p>Student Book: 73-80, 81-88, 259-266</p> <p>Teacher's Edition: 73-80, 81-88, 218A-218B, 259-266</p>
<p>j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</p>	<p>Student Book: 259-266, 275-314, 315-322</p> <p>Teacher's Edition: 218A-218B, 259-266, 274A-274B, 275-314, 315-322</p>

Course of Study, English IV	Write Source, Grade 12
k) identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.	Student Book: 497-506 Teacher's Edition: 450A-450B, 497-506

Competency Goal 2

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

Course of Study, English IV	Write Source, Grade 12
2.01 Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world in order to: a) relate complex issues from a variety of critical stances.	Student Book: 211-217 Teacher's Edition: 162A-162B, 211-217
b) discern significant differences and similarities among texts that propose different ideas related to similar concepts.	Student Book: 163-202 Teacher's Edition: 162A-162B, 163-202
2.02 Analyze general principals at work in life and literature by: a) discovering and defining principles at work in personal experience and in literature.	Student Book: 211-217 Teacher's Edition: 162A-162B, 211-217
b) predicting what is likely to happen in the future on the basis of those principles.	Student Book: 203-210 Teacher's Edition: 162A-162B, 203-210
2.03 Compose texts (in print and non-print media) that help the audience understand a principle or theory by: a) researching experience for relevant principles that relate to themes in literature and life.	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314
b) presenting a thesis, supporting it, and considering alternative perspective on the topic.	Student Book: 163-202 Teacher's Edition: 162A-162B, 163-202
c) adjusting the diction, tone, language, and method of presentation to the audience.	Student Book: 47-95, 96-139 Teacher's Edition: 46A-46B, 47-95, 96-139

Course of Study, English IV	Write Source, Grade 12
<p>2.04 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> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.</p>	<p>Student Book: 533-542</p> <p>Teacher's Edition: 522A-522B, 533-542</p>
<p>e) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</p>	<p>Student Book: 59-66, 341-350</p> <p>Teacher's Edition: 59-66, 340A-340B, 341-350</p>
<p>c) providing textual evidence to support understanding of and reader's response to text.</p>	<p>Student Book: 275-314</p> <p>Teacher's Edition: 274A-274B, 275-314</p>
<p>d) demonstrating comprehension of main idea and supporting details.</p>	<p>Student Book: 51-58, 275-314</p> <p>Teacher's Edition: 51-58, 274A-274B, 275-314</p>
<p>e) summarizing key events and/or points from text.</p>	<p>Student Book: 543-550</p> <p>Teacher's Edition: 522A-522B, 543-550</p>
<p>f) making inferences, predicting, and drawing conclusions based on text.</p>	<p>Student Book: 275-314</p> <p>Teacher's Edition: 274A-274B, 275-314</p>
<p>g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.</p>	<p>Student Book: 463-476</p> <p>Teacher's Edition: 450A-450B, 463-476</p>
<p>h) making connections between works, self and related topics.</p>	<p>Student Book: 141-154</p> <p>Teacher's Edition: 140A-140B, 141-154</p>
<p>i) analyzing and evaluating the effects of author's craft and style.</p>	<p>Student Book: 73-80, 81-88, 259-266</p> <p>Teacher's Edition: 73-80, 81-88, 218A-218B, 259-266</p>
<p>j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.</p>	<p>Student Book: 259-266, 275-314, 315-322</p> <p>Teacher's Edition: 218A-218B, 259-266, 274A-274B, 275-314, 315-322</p>

Course of Study, English IV	Write Source, Grade 12
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 497-506 Teacher's Edition: 450A-450B, 497-506

Competency Goal 3

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

Standard Course of Study, English IV	Write Source, Grade 12
3.01 Research and define issues of public concern by: a) using a variety of resources such as the media center, on-line resources, interviews, and personal reflection.	Student Book: 371-382 Teacher's Edition: 370A-370B, 371-382
b) specifying the nature of an issue, including the various claims made and the reasoning that supports these claims.	Student Book: 417-424 Teacher's Edition: 370A-370B, 417-424
3.05 Organize and deliver an argument so that an intended audience respects it by: a) wording the claim clearly.	Student Book: 219-273 Teacher's Edition: 218A-218B, 219-273
b) specifying reasons in support of the claim that are likely to be convincing.	Student Book: 425-438 Teacher's Edition: 370A-370B, 425-438
c) adopting an appropriate tone and stance toward the issue.	Student Book: 219-273 Teacher's Edition: 218A-218B, 219-273
3.03 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: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 533-542 Teacher's Edition: 522A-522B, 533-542
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 59-66, 341-350 Teacher's Edition: 59-66, 340A-340B, 341-350

Standard Course of Study, English IV	Write Source, Grade 12
c) providing textual evidence to support understanding of and reader’s response to text.	Student Book: 275-314 Teacher’s Edition: 274A-274B, 275-314
d) demonstrating comprehension of main idea and supporting details.	Student Book: 51-58, 275-314 Teacher’s Edition: 51-58, 274A-274B, 275-314
e) summarizing key events and/or points from text.	Student Book: 543-550 Teacher’s Edition: 522A-522B, 543-550
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 275-314 Teacher’s Edition: 274A-274B, 275-314
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 463-476 Teacher’s Edition: 450A-450B, 463-476
h) making connections between works, self and related topics.	Student Book: 141-154 Teacher’s Edition: 140A-140B, 141-154
i) analyzing and evaluating the effects of author’s craft and style.	Student Book: 73-80, 81-88, 259-266 Teacher’s Edition: 73-80, 81-88, 218A-218B, 259-266
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 259-266, 275-314, 315-322 Teacher’s Edition: 218A-218B, 259-266, 274A-274B, 275-314, 315-322
k) identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.	Student Book: 497-506 Teacher’s Edition: 450A-450B, 497-506

Competency Goal 4

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

Standard Course of Study, English IV	Write Source, Grade 12
<p>4.01 Develop critiques that enable an audience to judge claims and arguments by:</p> <p>f) establishing and applying clear, credible criteria for evaluation.</p>	<p>Student Book: 33-44</p> <p>Teacher’s Edition: 33-44</p>
<p>b) substantiating assessments with reasons and evidence.</p>	<p>Student Book: 121-126</p> <p>Teacher’s Edition: 96A-96B, 121-126</p>
<p>4.02 Develop critiques that give an audience:</p> <p>a) an appreciation of how themes relate among texts.</p>	<p>Student Book: 275-314</p> <p>Teacher’s Edition: 274A-274B, 275-314</p>
<p>b) an understanding of how authors’ assumptions, cultural backgrounds, and social values affect texts.</p>	<p>Student Book: 323-339</p> <p>Teacher’s Edition: 274A-274B, 323-339</p>
<p>c) an understanding of how more than one critical approach affects interpretation.</p>	<p>Student Book: 275-314</p> <p>Teacher’s Edition: 274A-274, 275-314</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> <p>a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers’ purpose.</p>	<p>Student Book: 533-542</p> <p>Teacher’s Edition: 522A-522B, 533-542</p>
<p>g) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.</p>	<p>Student Book: 59-66, 341-350</p> <p>Teacher’s Edition: 59-66, 340A-340B, 341-350</p>
<p>c) providing textual evidence to support understanding of and reader’s response to text.</p>	<p>Student Book: 275-314</p> <p>Teacher’s Edition: 274A-274B, 275-314</p>
<p>d) demonstrating comprehension of main idea and supporting details.</p>	<p>Student Book: 51-58, 275-314</p> <p>Teacher’s Edition: 51-58, 274A-274B, 275-314</p>

Standard Course of Study, English IV	Write Source, Grade 12
e) summarizing key events and/or points from text.	Student Book: 543-550 Teacher's Edition: 522A-522B, 543-550
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314
g) identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.	Student Book: 463-476 Teacher's Edition: 450A-450B, 463-476
h) making connections between works, self and related topics.	Student Book: 141-154 Teacher's Edition: 140A-140B, 141-154
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 73-80, 81-88, 259-266 Teacher's Edition: 73-80, 81-88, 218A-218B, 259-266
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 259-266, 275-314, 315-322 Teacher's Edition: 218A-218B, 259-266, 274A-274B, 275-314, 315-322
k) identifying and analyzing elements of critical environment found in text in light of purpose, audience, and context.	Student Book: 497-506 Teacher's Edition: 450A-450B, 497-506

Competency Goal 5

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

Standard Course of Study, English IV	Write Source, Grade 12
5.01 Explore British literature by: d) recognizing common themes that run through works, using evidence from the texts to substantiate ideas.	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314
b) relating the cultural and historical contexts to the literature and identifying perceived ambiguities, prejudices, and complexities.	Student Book: 315-322 Teacher's Edition: 274A-274B, 315-322

Standard Course of Study, English IV	Write Source, Grade 12
c) making associations between historical and current viewpoints.	Student Book: 323-339 Teacher's Edition: 274A-274B, 323-339
d) understanding how literary movement influence writers.	Student Book: 323-339 Teacher's Edition: 274A-274B, 323-339
5.02 Extend engagement with selected works of British literature by: a) observing how the imaginative experience of literature broadens and enriches real life.	Student Book: 341-360 Teacher's Edition: 340A-340B, 341-360
b) relating style, meaning, and genre (including fiction, non-fiction, drama, and poetry).	Student Book: 341-369 Teacher's Edition: 340A-340B, 341-369
c) applying literary, grammatical, and rhetorical terms of literature.	Student Book: 598-599 Teacher's Edition: 598-599
d) demonstrating in various print and non-print media the significance of works.	Student Book: 91-95, 439-449 Teacher's Edition: 91-95, 370A-370B, 439-449
e) discerning the effect of interpreting literature from various critical perspectives.	Student Book: 315-322 Teacher's Edition: 274A-274B, 315-322
5.03 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print literacy texts appropriate to grade level and course literary focus, by: a) selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.	Student Book: 533-542 Teacher's Edition: 522A-522B, 533-542
b) identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.	Student Book: 59-66, 341-350 Teacher's Edition: 59-66, 340A-340B, 341-350
c) providing textual evidence to support understanding of and reader's response to text.	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314

Standard Course of Study, English IV	Write Source, Grade 12
d) demonstrating comprehension of main idea and supporting details.	Student Book: 51-58, 275-314 Teacher's Edition: 51-58, 274A-274B, 275-314
e) summarizing key events and/or points from text.	Student Book: 543-550 Teacher's Edition: 522A-522B, 543-550
f) making inferences, predicting, and drawing conclusions based on text.	Student Book: 275-314 Teacher's Edition: 274A-274B, 275-314
g) identifying and analyzing personal, social, historical or cultural influences, context, or biases.	Student Book: 463-476 Teacher's Edition: 450A-450B, 463-476
h) making connections between works, self and related topics.	Student Book: 141-154 Teacher's Edition: 140A-140B, 141-154
i) analyzing and evaluating the effects of author's craft and style.	Student Book: 73-80, 81-88, 259-266 Teacher's Edition: 73-80, 81-88, 218A-218B, 259-266
j) analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Student Book: 259-266, 275-314, 315-322 Teacher's Edition: 218A-218B, 259-266, 274A-274B, 275-314, 315-322
k) identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context.	Student Book: 497-506 Teacher's Edition: 450A-450B, 497-506

Competency Goal 6

The learner will apply conventions of grammar and language usage.

Standard Course of Study, English IV	Write Source, Grade 12
<p>6.01 Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately by:</p> <p>d) using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of works and phrases.</p>	<p>Student Book: 678-699</p> <p>Teacher's Edition: 678-699</p>
<p>b) understanding how to use and apply grammatical, metaphorical, or rhetorical devices.</p>	<p>Student Book: 605-647, 648-671</p> <p>Teacher's Edition: 605-647, 648-671</p>
<p>c) recognizing how to use different language conventions (such as loose or periodic sentences, effective use of passive voice, or the importance of strong verbs).</p>	<p>Student Book: 67-72, 186-187, 700-737, 738-763</p> <p>Teacher's Edition: 67-72, 186-187, 700-737, 738-763</p>
<p>d) revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres.</p>	<p>Student Book: 47-95, 113-120</p> <p>Teacher's Edition: 47-95, 113-120</p>
<p>e) contrasting use of language conventions of authors in different time periods of British literature.</p>	<p>Student Book: 89-90</p> <p>Teacher's Edition: 89-90</p>
<p>f) analyzing the power of standard usage over nonstandard usage in formal settings such as job interviews, academic presentations, or public speaking events.</p>	<p>Student Book: 155-161, 439-449, 507-521</p> <p>Teacher's Edition: 140A-140B, 155-161, 370A-370B, 439-449, 507-521</p>
<p>6.02 Discern and correct errors in speaking and writing by:</p> <p>a) reviewing and refining purposeful use of various sentence types.</p>	<p>Student Book: 738-763</p> <p>Teacher's Edition: 738-763</p>
<p>b) editing for correct punctuation, spelling, mechanics, and standard edited American English.</p>	<p>Student Book: 89-90, 127-132, 605-671</p> <p>Teacher's Edition: 89-90, 127-132, 605-671</p>
<p>c) using appropriate transitional words and phrases.</p>	<p>Student Book: 234, 595-596</p> <p>Teacher's Edition: 234, 595-596</p>



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