



The Writer's Journey, Volume 1

North Carolina Standard Course of Study Objectives

The course addresses content and skill objectives expected of students grades 7-9 and delivers this content and skill at an advanced level.

7th Grade

Competency Goal 1: The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.

1.01 Narrate an expressive account which:

- creates a coherent organizing structure appropriate to purpose, audience, and context.
- orients the reader/listener to the scene, the people, and the events.
- engages the reader/listener by establishing a context and creating a point of view.
- establishes the significance of events

1.02 Respond to expressive materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read.
- summarizing the characteristics of expressive works.
- determining the importance of literary effects on the reader/viewer/listener.
- making connections between works, self and related topics.
- comparing and/or contrasting information.
- drawing inferences and/or conclusions.
- determining the main idea and/or significance of events.
- generating a learning log or journal.
- maintaining an annotated list of works read/viewed.

1.04 Reflect on learning experiences by:

- analyzing personal learning growth and changes in perspective.
- examining changes in self throughout the learning process.
- determining how personal circumstances and background shape interaction with text.

Competency Goal 4: The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.

4.01 Analyze the purpose of the author or creator by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- exploring and evaluating the underlying assumptions of the author/creator.
- understanding the effects of author's craft on the reader/viewer/listener.



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4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Develop the stance of a critic by:

- considering and presenting alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.

Competency Goal 5: The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- assuming an active role in teacher-student conferences.
- analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, and irony.
- analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.
- analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.
- extending understanding by creating products for different purposes, different audiences and within various contexts.
- analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., novels, historical documents, newspapers, skits, poems).
- analyzing what genre specific characteristics have on the meaning of the work.
- analyzing how the author's choice and use of a genre shapes the meaning of the literary work.
- analyzing what impact literary elements have on the meaning of the text.

Competency Goal 6: The learner will apply conventions of grammar and language usage.



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6.01 Model an understanding of conventional written expression by:

- using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, (or) a thesaurus.
- extending vocabulary knowledge by learning and using new words.
- choosing language that is precise, engaging, and well suited to the topic and audience.
- experimenting with figurative language and speech patterns.

8th Grade:

Competency Goal 1: The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so.

Competency Goal 2: The learner will use and evaluate information from a variety of resources.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- recognizing the characteristics of informational materials.
- summarizing information.
- making connections to related topics/information.
- drawing inferences and/or conclusions.
- generating questions.
- extending ideas.

2.02 Use multiple sources of print and non-print information to explore and create research products in written forms by:



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- determining purpose, audience, and context.
- understanding the focus.
- recognizing and/or choosing a relevant topic.
- evaluating information for relevant facts and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, and analogies.

Competency Goal 3: The learner will continue to refine the understanding and use of argument.

3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by:

- monitoring comprehension for understanding of what is read, heard and/or viewed.
- analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.
- identifying/evaluating the effectiveness of tone, style, and use of language.
- evaluating the author's purpose and stance.
- making connections between works, self and related topics.
- responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).

3.03 Evaluate and create arguments that persuade by:

- noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.

9th Grade:

Competency Goal 1: The learner will express reflections and reactions to print and personal experiences.

1.01 Narrate personal experiences that offer an audience:

- scenes and incidents located effectively in time and place.
- vivid impressions of being in a setting and a sense of engagement in the events occurring.
- appreciation for the significance of the account.
- a sense of the narrator's personal voice.

1.02 Respond reflectively to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:



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- an understanding of the student's personal reaction to the text.
- a sense of how the reaction results from a careful consideration of the text.
- an awareness of how personal and cultural influences affect the response.

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:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.

Competency Goal 2: The learner will explain meaning, describe processes, and answer research questions to inform an audience.

2.02 Explain commonly used terms and concepts by:

- clearly stating the subject to be defined.
- classifying the terms and identifying distinguishing characteristics.
- organizing ideas and details effectively.
- using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.
- demonstrating a clear sense of audience and purpose.

2.03 Instruct an audience in how to perform specific operations or procedures by:

- considering the audience's degree of knowledge or understanding.
- providing complete and accurate information.

Competency Goal 5: The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.



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5.01 Read and analyze various literary works by:

- using effective reading strategies for preparation, engagement, reflection.
- recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, short stories), nonfiction (e.g., essays, autobiographies, historical documents), poetry (e.g., sonnets, ballads) and drama.
- interpreting literary devices such as allusion, symbolism, dialogue, diction, and imagery.
- understanding the importance of tone, mood, diction, and style.
- explaining and interpreting archetypal characters, themes, settings.
- explaining how point of view is developed and its effect on literary texts.
- determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.
- explaining how the writer creates character, setting, motif, theme, and other elements.
- making thematic connections among literary texts and media and contemporary issues.
- understanding the importance of cultural and historical impact on literary texts.
- producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.

5.02 Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.

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:

- selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.
- identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text.
- providing textual evidence to support understanding of and reader's response to text.
- demonstrating comprehension of main idea and supporting details.
- summarizing key events and/or points from text.
- making inferences, predicting, and drawing conclusions based on text.
- identifying and analyzing personal, social, historical or cultural influences, contexts, or biases.
- making connections between works, self and related topics.
- analyzing and evaluating the effects of author's craft and style.
- analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.
- identifying and analyzing elements of literary environment found in text in light of purpose, audience, and context.

Competency Goal 6: The learner will apply conventions of grammar and language usage.



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6.01 Demonstrate an understanding of conventional written expression that:

- uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.
- applies parts of speech to clarify and edit language.
- addresses clarity and style through such strategies as appropriate and exact words.

6.02 Discern and correct errors in written English by:

- avoiding comma splices.
- editing for spelling and mechanics (punctuation and capitalization).