



Correlation of

Pathways: Reading, Writing, and Critical Thinking,
Foundations, 2/E,
by Laurie Blass/ Mari Vargo, © 2018,
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to

South Carolina
High School Credential
Course Descriptions and Competencies
Essentials of English III

Correlation to South Carolina High School credential Course Description Competencies; Essentials of English III
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COMPETENCY/OBJECTIVE	PAGE REFERENCES
Essentials of English III Essentials of English III emphasize the English III course of study aligned to the South Carolina College-and Career-Ready Standards and the Profile of the South Carolina Graduate. This course will provide an integrated model of literacy and self-determination skills necessary for daily living and the world of work. This course will focus on reading, written and oral expression of information required in a variety of daily living and employment settings.	
INQUIRY-BASED LITERACY (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1. Use personal learning strategies to gain meaning from written material.	<i>Critical Thinking</i> activities can be used to meet this competency goal. For examples see: 7, 43, 46, 61, 79, 97, 117
2. Determine when more information is needed and ask appropriate questions in a variety of situations when interacting with a variety of texts, media, and modalities.	7
3. Identify when more information is needed and use references, navigate libraries, use technology, etc., to locate information.	4, 26, 80
Standard 2: Transact with text to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
1. Read to gain information needed in daily living.	The opportunity to address this this competency goal exists. For example, see: 12
2. Read and comprehend information from a variety of text.	7-8, 14, 26, 32, 43, 50, 68, 79, 86, 97, 106, 117, 124, 135
3. Identify alternative and multiple perspectives in a text.	32, 124
4. Identify multiple perspectives in real-life situations.	32
5. Follow simple oral and written directions given in a variety of situations.	53 Written directions are found throughout text. For examples see: 29, 61, 76, 94, 114, 132, 139
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
1. Gather needed information from a variety of sources.	The opportunity to address this this competency goal exists. For examples, see: 110, 128
2. Identify and use various sequential patterns to organize information.	26, 97, 117, 136
3. Compare/Contrast multiple texts on a given topic.	36, 86, 124

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Standard 4: Synthesize information to share learning and/or take action.	
1. Use a variety of sources to obtain information needed for a variety of purposes (e.g., daily life activities, employment, training, leisure interests).	<i>Critical Thinking</i> activities can be used to meet this competency goal. For examples see: 43, 61
2. Use information obtained from a variety of sources to take action for a variety of purposes (i.e., daily life activities, employment activities, educational activities, leisure activities, social activities).	<i>Critical Thinking</i> activities can be used to meet this competency goal. For examples see: 43, 61
3. Use technology to share information learned from text with others.	The opportunity to address this this competency goal exists. For example, see: 70
3. Read multiple texts from multiple media formats on a topic and share information with others.	<i>Unit Review</i> activities can be used to meet this competency goal. For examples see: 18, 36, 54, 72, 90, 110, 128, 146
5. Evaluate multiple sources of information presented in different media or formats for problem solving.	36
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
1. Use information obtained from text to guide the development of personal and educational goals and plans to reach those goals.	36, 76, 90
2. Use feedback to guide the process of creating and working toward goal-setting.	76
3. Reflect upon goals and plans to determine if plans must be revised.	36
4. Reflect upon goal setting and plans to determine if more information is needed.	36
READING LITERARY TEXT (RL)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1. Identify and use sequential patterns of text to organize information.	All readings at this level of Pathways, are nonfiction.
2. Indicate title, author, illustrator, and chapters in a literary text.	All readings at this level of Pathways, are nonfiction.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
1. Follow multiple step oral directions.	The opportunity to address this this competency goal exists. For example, see: 53
2. Use appropriate vocabulary in speaking in a variety of settings.	All readings at this level of Pathways, are nonfiction.
3. Demonstrate the basic conventions of standard English.	All readings at this level of Pathways, are nonfiction.

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4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, and leisure.	All readings at this level of Pathways, are nonfiction.
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
1. Increase reading fluency through word study.	All readings at this level of Pathways, are nonfiction.
2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All readings at this level of Pathways, are nonfiction.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
1. Increase fluency through word study.	All readings at this level of Pathways, are nonfiction.
2. Identify accommodations needed in accessing text and use accommodations with fidelity.	All readings at this level of Pathways, are nonfiction.
3. Access and use accommodations embedded in technology when reading on a device.	All readings at this level of Pathways, are nonfiction.
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations.	All readings at this level of Pathways, are nonfiction.
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
1. Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.	All readings at this level of Pathways, are nonfiction.
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media formats and in visual, auditory, and kinesthetic modalities.	
1. Compare/contrast ideas or topics in multiple media formats.	All readings at this level of Pathways, are nonfiction.
2. Make connections between text and real-life experiences based on learning styles.	All readings at this level of Pathways, are nonfiction.
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
1. Determine how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; understand how context influences plot, setting, and characters.	All readings at this level of Pathways, are nonfiction.

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Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
1. Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.	All readings at this level of Pathways, are nonfiction.
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
1. Use context clues to determine the meanings of words and phrases.	All readings at this level of Pathways, are nonfiction.
2. Use references such as a dictionary or online resources to determine word meanings.	All readings at this level of Pathways, are nonfiction.
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
1. Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, and conveys cultural experience.	All readings at this level of Pathways, are nonfiction.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
1. Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.	All readings at this level of Pathways, are nonfiction.
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
Level I-III	
1. Use accommodations to access a text to read independently for a sustained period of time.	All readings at this level of Pathways, are nonfiction.
2. Engage in small-group reading.	All readings at this level of Pathways, are nonfiction.
3. Read and respond to increasingly challenging levels of text.	All readings at this level of Pathways, are nonfiction.
4. Select and read a wide variety of print and digital materials.	All readings at this level of Pathways, are nonfiction.
READING INFORMATIONAL TEXT (RI)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1. Use organizational structures, such as guide-words, table of contents, index etc. to locate needed information.	29, 39, 47, 56, 65, 76, 92, 101, 121, 132
2. Identify types of reference text and their purposes.	4, 26, 80

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3. Identify types of text and their purposes.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
4. Use reference text to locate information about a topic.	4, 26, 80
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
1. Follow multiple step oral directions.	The opportunity to address this this competency goal exists. For example, see: 53
2. Use appropriate vocabulary in speaking.	<i>Using Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
3. Demonstrate the basic conventions of standard English.	15, 33, 51, 70, 87, 107, 125, 143, 157
4. Demonstrate increase in vocabulary as it relates to informal conversation, daily living, community, leisure, and employment.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
5. Answer questions presented orally with relevant information, using appropriate vocabulary and demonstrating the basic conventions of standard English.	The opportunity to address this this competency goal exists. For examples, see: 65, 68, 76, 79, 100, 106, 114
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
1. Increase reading fluency through word study.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
2. Identify accommodations needed in accessing text and use accommodations with fidelity.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
1. Increase fluency through word study.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
2. Identify accommodations needed in accessing text and use accommodations with fidelity.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
3. Access and use accommodations embedded in technology when reading on a device.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.	
1. Read and comprehend various informational text.	5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135

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2. Use evidence from an informational text to make a prediction.	4, 11, 23, 29, 40, 76, 94, 101, 114, 139
3. Identify the purpose of a given informational text (i.e. instructions, guide, reference, learning, persuasive, etc.).	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
1. Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text.	Summary: 61, 117, 124 Main Ideas: 43, 46, 61, 64, 79, 82, 97, 100, 117, 120, 135, 138
Standard 7: Research events, topics, ideas, or concepts through multiple media formats and in visual, auditory, and kinesthetic modalities.	
1. Read to gain information from various media formats needed for daily living based on learning styles.	Reading: 5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135 Video: 9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
2. Read to gain information from various media formats for community participation.	Reading: 5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135 Video: 9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
3. Read to gain information from various media formats related to choice-making in interests and preferences.	Reading: 5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135 Video: 9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
4. Identify appropriate sources to locate specific information related to self-advocacy.	<i>Critical Thinking</i> activities can be used to meet this competency goal. For examples see: 7, 61
Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
1. Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.	97, 117
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
1. Use context clues to determine the meanings of words and phrases in text and in conversations.	10, 14, 26, 32, 43, 45, 61, 64, 880
2. Explain the definitions of terms related to daily living.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
3. Explain the definitions of terms related to community.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139

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4. Explain the definitions of terms related to choice-making and topics of interests.	<i>Building Vocabulary</i> exercises can be used to meet this competency goal. 4, 11, 22, 29, 40, 47, 58, 65, 76, 83, 94, 101, 114, 121, 132, 139
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
1. Determine an author’s point of view or purpose in a text; analyzing how style and content contribute to the power, persuasiveness.	117
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
1. Identify how an author’s claims are supported with evidence in a text.	117
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
1. Use accommodations to access an informational text to read independently for a sustained period of time.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
2. Engage in small-group reading.	The opportunity to address this this competency goal exists. For examples, see: 5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135
3. Read signs, labels, menus, recipes, advertisements, coupons, etc.	13, 21
4. Read a bill.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
5. Read a pay stub.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
6. Read schedules, calendars, agendas.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
7. Read and respond to increasingly challenging levels of informational text.	5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135
8. Read and follow instructions for completing daily living tasks.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
9. Read and follow instructions for completing leisure tasks.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
10. Read and follow instructions in the community.	53
11. Read employment ads.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
12. Read and follow instructions for completing a variety of forms to include those related to daily living, the community, and employment.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking

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13. Select and read a wide variety of print and digital materials.	5-8, 12-14, 24-26, 30-32, 41-43, 48-50, 59-62, 66-68, 77-79, 84-86, 95-97, 102-106, 115-117, 122-124, 133-135
14. Read to proof and revise written work.	18, 35, 54, 72, 90, 110, 128, 146
WRITING* (W) * Any version of the word “write” should be read as compose/formulate.	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1. Write arguments that: a. introduces a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims and b. use relevant information from multiple print and multimedia sources.	The opportunity to address this this competency goal exists. For examples, see: 128, 146
2. Use appropriate vocabulary in writing, speaking, and presenting.	128, 146
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
1. Write goals for the future that reflect personal strengths and interests/preferences.	36
2. Write a plan to reach a goal.	36
3. Write an informative text to share information learned about a topic.	54, 72, 110
4. Use technology to produce informative/explanatory documents.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
5. Collect information from a variety of resources and use it to create a written document.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
1. Develop a topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details or other information and examples appropriate to the audience.	18, 36, 90
2. Include a conclusion to the narrative.	The opportunity to address this this competency goal exists. For examples, see: 18, 36, 90
3. Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	18, 36, 90
4. Use technology to produce narrative documents.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking

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Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
1. Use the basic conventions of standard English.	15, 33, 51, 70, 87, 107, 125, 143, 157
2. Write using complete sentences.	18, 36, 54, 72, 90, 110, 128, 146
3. Answer questions/fill in blanks on a variety of forms using basic conventions of standard English.	16-17, 33-34, 52-53, 69-70, 88-89, 107-108, 126-127, 143-144
4. Resolve issues consulting references as needed.	4, 26, 80
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
1. Write complete sentences using correct capitalization, punctuation, and spelling.	The opportunity to address this this competency goal exists. For examples, see: 16-17, 33-34, 52-53, 69-70, 88-89, 107-108, 126-127, 143-144
2. Identify and use accommodations for writing using basic conventions of standard English.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	This standard is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
1. Write to complete a variety of forms for daily living, community activities, employment activities, and leisure activities.	--
2. Use technology to write for a variety of purposes (i.e., to communicate with others, to share information on chosen social media sites, to search for information).	--
3. Write appointments and events.	--
4. Write in a print or digital agenda to organize tasks for personal, educational, or employment purposes.	--
5. Communicate by electronic communication devices.	--
6. Identify and use appropriate individual accommodations to write for a variety of purposes.	--
7. Write personal data.	--
8. Write a letter and address an envelope.	--
9. Write emails for various purposes. Use standard conventions of English in emails.	--

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COMMUNICATION I	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1. Use standard conventions of English to self-advocate preferences, interests, wants, and needs to others.	36
2. Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.	7, 11, 14, 22, 46, 64, 83, 89, 97, 117, 124, 132, 137, 138, 142
3. Communicate by telephone using appropriate phone etiquette and standard conventions of English (talk and text).	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
4. Demonstrate appropriate tone, volume, inflection, enunciation, pronunciation, eye contact, and body language when communicating with others (If needed, identify and use accommodations to demonstrate this skill).	The opportunity to address this this competency goal exists. For examples, see: 46, 64, 83, 89, 97, 117, 124, 132, 137
Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
1. Distinguish between credible and non-credible sources of information.	135
2. Clearly communicate a narrative of events that have happened or events that may happen.	97
3. Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.	The opportunity to address this this competency goal exists. For examples, see: 7, 11, 14, 22, 46, 64, 83, 89, 97, 117, 124, 132, 137, 138, 142
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
1. Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audiences and convey messages.	
1. Make inferences when listening to the words of others.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
2. Identify the point of view of a speaker.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking

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3. Use effective listening and viewing skills in a variety of situations.	9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
4. Expand vocabulary through listening.	9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
5. Demonstrate effective listening skills by following directions with accuracy.	This competency goal is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
6. Select and listen to a variety of non-print and/or electronic materials.	9-10, 27-28, 45-46, 63-64, 81-82, 99-100, 119-120, 137-138
Standard 5: Incorporate craft techniques to engage and impact audiences and convey messages.	This standard is not directly addressed at this level of Pathways: Reading, Writing, and Critical Thinking
1. Identify appropriate topics and strategies for communication for a given audience.	--
2. Use appropriate vocabulary for different settings (e.g., School/work vs. home/leisure).	--
3. Identify appropriate modality for communicating with an individual or audience (e.g., Should one call or email? Talk in person?).	--

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