

**N.C. Standard Course of Study Objectives.
Aligned with
Fair Voyage
4-8-01**

English Language Arts Curriculum

Approved: 1999

Second Grade

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

Goal 2

- 2.01 Read and comprehend both narrative and expository text appropriate for grade two.
- 2.02 Use text for a variety of functions, including literary, informational, and practical.
- 2.03 Read expository materials for answers to specific questions.
- 2.04 Pose possible *how*, *why*, and *what if* questions to understand and/or interpret text.

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

Goal 3

- 3.01 Use personal experiences and knowledge to interpret written and oral messages.
- 3.02 Connect and compare information across expository selections to experience and knowledge.
- 3.03 Explain and describe new concepts and information in own words.
- 3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., Read aloud by teacher, literature circles, interest groups, book clubs).
- 3.05 Locate and discuss examples of an author's use of:
 - kinds of sentences (declarative, interrogative, exclamatory).
 - capitalization (titles, dates and days, names of countries).
 - punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).
 - use of paragraphs in texts and their effects on the reader.

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

Goal 4

- 4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.
- 4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.
- 4.03 Read aloud with fluency and expression any text appropriate

for early independent readers.

4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).

4.07 Compose first drafts using an appropriate writing process:

- planning and drafting.
- rereading for meaning.
- revising to clarify and refine writing with guided discussion.

4.08 Write structured, informative presentations and narratives when given help with organization.

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

Goal 5

5.01 Spell correctly using:

- previously studied words.
- spelling patterns.
- analysis of sounds to represent all the sounds in a word in one's own writing.

5.02 Attend to spelling, mechanics, and format for final products in one's own writing.

5.03 Use capitalization, punctuation, and paragraphs in own writing.

5.04 Use the following parts of the sentence:

- subject.
- predicate.
- modifier.

5.05 Use editing to check and confirm correct use of conventions:

- complete sentences.
- correct word order in sentences.

5.06 Use correctly in written products:

- letter formation, lines, and spaces to create readable documents.
- common, age - appropriate contractions.

Third Grade

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

Goal 2

2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

2.02 Interact with the text before, during, and after reading, listening, or viewing by:

2.03 Read a variety of texts:

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

2.06 Summarize main idea(s) from written or spoken texts using succinct language.

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

Goal 4

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.

4.02 Use oral and written language to:

- present information in a sequenced, logical manner.
- discuss.
- sustain conversation on a topic.
- share information and ideas.
- recount or narrate.
- answer open-ended questions.
- report information on a topic.
- explain own learning.

4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

4.08 Focus reflection and revision (with assistance) on target elements

4.10 Explore technology as a tool to create a written product.

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

Goal 5

5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).

5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

5.07 Edit (with assistance) to use conventions of written language and format.

5.08 Create readable documents with legible handwriting.

Fourth Grade

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

Goal 1

- 1.01 Use word identification strategies appropriately and automatically when encountering unknown words .
- 1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.
- 1.03 Identify key words and discover their meanings and relationships through a variety of strategies.
- 1.04 Increase reading and writing vocabulary through:
- wide reading.
 - word study.
 - knowledge of homophones, synonyms, antonyms, homonyms.
 - knowledge of multiple meanings of words.
 - writing process elements.
 - writing as a tool for learning.
 - discussions.
- 1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:
- increase fluency.
 - build background knowledge.
 - expand vocabulary.

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

Goal 2

- 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
- 2.02 Interact with the text before, during, and after reading, listening, and viewing by:
- setting a purpose using prior knowledge and text information.
 - making predictions.
 - formulating questions.
 - locating relevant information.
 - making connections with previous experiences, information, and ideas.
- 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
- 2.07 Determine usefulness of information and ideas consistent with purpose.
- 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.
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Compe The learner will apply strategies and skills to create oral, written, tency and visual texts.

Goal 4

- 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.
- 4.02 Use oral and written language to:
- present information and ideas in a clear, concise manner.
 - discuss.
 - solve problems.
 - make decisions.
- 4.05 Use planning strategies to generate topics and organize ideas

(e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.
- transitional words.
- sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

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

Goal 5

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:

- pronouns.
- subject/verb agreement.
- verb tense consistency.
- subject consistency.

5.03 Elaborate information and ideas in writing and speaking by using:

- simple and compound sentences.
- regular and irregular verbs.
- adverbs.
- prepositions.
- coordinating conjunctions.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.09 Create readable documents through legible handwriting and/or word processing.

Fifth Grade

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

Goal 1

1.01 Expand and refine vocabulary through knowledge of prefixes,

suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.

1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.
- debate.
- discussions.
- seminars.
- examining the author's craft.

1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand and refine vocabulary.

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

Goal 2

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.
- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.

2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

2.09 Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

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

Goal 4

4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

4.04 Select a self-evaluated composition for publication and justify rationale for selection.

4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

4.10 Use technology as a tool to enhance and/or publish a product.

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

Goal 5

5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).

5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

5.07 Edit final product for grammar, language conventions, and format.

5.08 Create readable documents through legible handwriting and word processing.

Sixth Grade

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

Goal 1

1.01 Narrate a fictional or autobiographical account which:

1.03 Interact appropriately in group settings by:

- listening attentively.
- showing empathy.
- contributing relevant comments connecting personal experiences to content.
- monitoring own understanding of the discussion and seeking clarification as needed.
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Compe The learner will explore and analyze information from a variety of tency sources.

Goal 2

2.01 Explore informational materials that are read, heard, and/or viewed

by:

- reviewing the characteristics of informational works.
- restating and summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
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Compe tency The learner will respond to various literary genres using interpretive and evaluative processes.

Goal 5

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading 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.
- discussing literature in teacher-student conferences and small group discussions.
- taking an active role in whole class seminars.
- discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback.
- interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.
- investigating examples of distortion and stereotypes.
- recognizing underlying messages in order to identify recurring theme(s) across works.
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Compe tency The learner will apply conventions of grammar and language usage.

Goal 6

6.01 Demonstrate an understanding of conventional written and spoken expression by:

- using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.
- using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- demonstrating the different roles of the parts of speech in sentence construction.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- exploring the role and use of dialects and of standard English to

- appreciate appropriate usage in different contexts.
 - developing an awareness of language conventions and usage during oral presentations.
- 6.02 Identify and edit errors in spoken and written English by:
- reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
 - applying proofreading symbols when editing.
 - producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.
 - developing an awareness of errors in everyday speech.

Seventh Grade

Compe tency The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.

Goal 1

1.01 Narrate an account such as a news story or historical episode 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.

1.03 Interact in group settings by:

- responding appropriately to comments and questions.
- offering personal opinions confidently without dominating.
- giving appropriate reasons that support opinions.
- soliciting and respecting another person's opinion.
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Compe tency The learner will synthesize and use information from a variety of sources.

Goal 2

2.01 Respond to informational materials that are read, heard, and/or viewed by:

- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
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Compe tency The learner will respond to various literary genres using interpretive and evaluative processes.

Goal 5

5.01 Increase fluency, comprehension, and insight through a meaningful

and comprehensive reading 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.
- engaging in small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, 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.
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Compe tency Goal 6 The learner will apply conventions of application of grammar and language usage.

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- determining when and where dialects and standard/nonstandard English usage are appropriate.
- applying language conventions and usage during oral presentations.
- choosing language that is precise, engaging, and well suited to the topic and audience.
- experimenting with figurative language and speech patterns.

6.02 Continue to identify and edit errors in spoken and written English by:

- using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- mastering proofreading symbols for editing.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- listening to and monitoring self to correct errors.

Eighth Grade

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

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.

1.02 Explore expressive materials that are read, heard, and viewed by:

- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

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, and asks classmates for similar expansion.
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Competency The learner will use and evaluate information from a variety of sources.
Goal 2

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

- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
- extending ideas.
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Competency The learner will apply conventions of grammar and language usage.
Goal 6

6.01 Model an understanding of conventional written and spoken

expression by:

- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and case.
- using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English usage.
- applying correct language conventions and usage during formal oral presentations.

6.02 Continue to identify and edit errors in spoken and written English by:

- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- self correcting errors in everyday speech.
- independently practicing formal oral presentations.