

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

English Language Arts Curriculum

Approved: 1999

Kindergarten

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

Goal 1

- 1.01 Develop book and print awareness:
- 1.02 Develop phonemic awareness and knowledge of alphabetic principle:
- 1.03 Demonstrate decoding and word recognition strategies and skills:
- 1.04 Read or begin to read:
- 1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.

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

Goal 2

- 2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).
- 2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.
- 2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).
- 2.05 Predict possible events in texts before and during reading.
- 2.06 Understand and follow oral-graphic directions.
- 2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.

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

Goal 3

- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:

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

Goal 4

- 4.01 Use new vocabulary in own speech and writing.

- 4.02 Use words that name and words that tell action in a variety of simple texts.
- 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.

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

Goal 5

- 5.01 Develop spelling strategies and skills by:
- representing spoken language with temporary and/or conventional spelling.
 - writing most letters of the alphabet.
 - analyzing sounds in a word and writing dominant consonant letters.
- 5.02 Use capital letters to write the word *I* and the first letter in own name.

First Grade

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

Goal 1

- 1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:
- count syllables in a word.
 - blend the phonemes of one-syllable words.
 - segment the phonemes of one-syllable words.
 - change the beginning, middle, and ending sounds to produce new words.
- 1.02 Demonstrate decoding and word recognition strategies and skills:
- use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
 - recognize many high frequency and/or common irregularly spelled words in text (e.g., *have said, where, two*).
- 1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
- 1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).
- 1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

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

Goal 2

2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.

2.03 Read and comprehend both narrative and expository text appropriate for grade one.

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

2.05 Predict and explain what will happen next in stories.

2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).

2.07 Respond and elaborate in answering *what*, *when*, *where*, and *how* questions.

2.08 Discuss and explain response to *how*, *why*, and *what if* questions in sharing narrative and expository texts.

2.09 Read and understand simple written instructions.

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

Goal 3

3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.

3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.

3.04 Share personal experiences and responses to experiences with text:

- publishing non-print texts.
- discussing interpretations.
- recording personal responses.

3.07 Compare authors' uses of conventions of language that aid readers including:

- kinds of sentences.
- capitalization of first word in a sentence and proper names.
- punctuation to end a declarative and interrogative sentence.

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

Goal 4

4.02 Use words that name characters and settings (*who*, *where*) and words that tell action and events (*what* happened, *what* did ___ do) in simple texts.

4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as *frog* and *toad* when discussing an expository text).

4.04 Extend skills in using oral and written language:

- clarifying purposes for engaging in communication.
- using clear and precise language to paraphrase messages.
- engaging in more extended oral discussions.
- producing written products.

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

Goal 5

5.01 Use phonic knowledge and basic patterns (e.g., *an*, *ee*, *ake*) to spell correctly three- and four-letter words.

5.02 Apply phonics to write independently, using temporary and/or conventional spelling.

5.03 Write all upper and lower case letters of the alphabet, using

correct letter formation.

5.04 Use complete sentences to write simple texts.

5.05 Use basic capitalization and punctuation:

- first word in a sentence.
- proper names.
- period to end declarative sentence.
- question mark to end interrogative sentence.

5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

Second Grade

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

Goal 1

1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.

1.02 Read most high frequency and many irregularly spelled words accurately in text.

1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.

1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

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).
- 4.08 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.
- 5.05 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 enabling strategies and skills to read and write.

Goal 1

- 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).
- 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.
- 1.03 Integrate prior experiences and all sources of information in the text
- 1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary:

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

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:

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

Compe tency 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).

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

Compe tency 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 tency 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

- 2.02 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.

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.

4.10 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).

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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

2.02 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.
- 2.09 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 tency 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, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
- 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.
- 4.10 Use technology as a tool to enhance and/or publish a product.

Compe tency The learner will apply grammar and language conventions to 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 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

Compe tency usage. The learner will apply conventions of grammar and language

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.
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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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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.

