

## North Carolina Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)

North Carolina English Language Arts Strands/Goals/Objectives Grade 3	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b>					
<b>The learner will apply enabling strategies and skills to read and write.</b>					
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.	M	M	M
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			

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1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• listening.</li> <li>• discussion.</li> <li>• book talks.</li> <li>• book clubs.</li> <li>• seminars.</li> <li>• viewing.</li> <li>• role play.</li> <li>• studying author’s craft.</li> </ul>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
	E11	Give clear and concise oral directions.			
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	M	H	H
1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> <li>• increase fluency.</li> <li>• build background knowledge.</li> <li>• extend vocabulary.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	M	H	H
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			

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<b>Competency Goal 2</b> <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b>					
2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).			
2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> <li>• setting a purpose.</li> <li>• previewing the text.</li> <li>• making predictions.</li> <li>• asking questions.</li> <li>• locating information for specific purposes.</li> <li>• making connections.</li> <li>• using story structure and text organization to comprehend.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).			

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2.03 Read a variety of texts, including: <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, fables).</li> <li>• nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).</li> <li>• poetry (proverbs, riddles, limericks, simple poems).</li> <li>• drama (skits, plays).</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).			
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			
2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> <li>• author's purpose.</li> <li>• plot.</li> <li>• conflict.</li> <li>• sequence.</li> <li>• resolution.</li> <li>• lesson and/or message.</li> <li>• main idea and supporting details.</li> <li>• cause and effect.</li> <li>• fact and opinion.</li> <li>• point of view (author and character).</li> <li>• author's use of figurative language (e.g., simile, metaphor, imagery).</li> </ul>	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			

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2.05 Draw conclusions, make generalizations, and gather support by referencing the text.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).			
2.06 Summarize main idea(s) from written or spoken texts using succinct language.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
2.08 Listen actively by: <ul style="list-style-type: none"> <li>• facing the speaker.</li> <li>• making eye contact.</li> <li>• asking questions to clarify the message.</li> <li>• asking questions to gain additional information and ideas.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H

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<b>Competency Goal 3</b> <b>The learner will make connections through the use of oral language, written language, and media and technology.</b>					
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• considering the differences among genres.</li> <li>• relating plot, setting, and characters to own experiences and ideas.</li> <li>• considering main character’s point of view.</li> <li>• participating in creative interpretations.</li> <li>• making inferences and drawing conclusions about characters and events.</li> <li>• reflecting on learning, gaining new insights, and identifying areas for</li> <li>• further study.</li> </ul>	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.	H	M	H
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

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3.03 Use text and own experiences to verify facts, concepts, and ideas.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	M	H
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
3.04 Make informed judgments about television productions.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	H	H	H
	E16	Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.			
	E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.	H	M	H

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3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	H	H
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
	E16	Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.			
<b>Competency Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>					
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M
4.02 Use oral and written language to: <ul style="list-style-type: none"> <li>• present information in a sequenced, logical manner.</li> <li>• discuss.</li> <li>• sustain conversation on a topic.</li> <li>• share information and ideas.</li> <li>• recount or narrate.</li> <li>• answer open-ended questions.</li> <li>• report information on a topic.</li> <li>• explain own learning.</li> </ul>	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E14	Write clear and concise directions or procedures.			
	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			
4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	L	H	M
	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			
	E48	Interpret literature for an audience by reading out loud with appropriate expression.			

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4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	L	H	M
4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.	L	L	L
4.08 Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> <li>• clarifying ideas.</li> <li>• adding descriptive words and phrases.</li> <li>• sequencing events and ideas.</li> <li>• combining short, related sentences.</li> <li>• strengthening word choice.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.	L	M	M
	E28	Develop and use expository writing skills in all content areas.			
4.10 Explore technology as a tool to create a written product.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	L	H	M

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<b>Competency Goal 5</b> <b>The learner will apply grammar and language conventions to communicate effectively.</b>					
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).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.02 Use correct subject/verb agreement.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.04 Compose two or more paragraphs with: <ul style="list-style-type: none"> <li>• topic sentences.</li> <li>• supporting details.</li> <li>• appropriate, logical sequence.</li> <li>• sufficient elaboration.</li> </ul>	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E14	Write clear and concise directions or procedures.			
5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			

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5.07 Edit (with assistance) to use conventions of written language and format.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.08 Create readable documents with legible handwriting (manuscript and cursive).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M

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North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b>					
<b>The learner will apply enabling strategies and skills to read and write.</b>					
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H

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1.04 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• knowledge of homophones, synonyms, antonyms, homonyms.</li> <li>• knowledge of multiple meanings of words.</li> <li>• writing process elements.</li> <li>• writing as a tool for learning.</li> <li>• seminars.</li> <li>• book clubs.</li> <li>• discussions.</li> <li>• examining the author’s craft.</li> </ul>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	M	H	H
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> <li>• increase fluency.</li> <li>• build background knowledge.</li> <li>• expand vocabulary.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	M	H	H
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			

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<b>Competency Goal 2</b> <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b>					
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).	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> <li>• setting a purpose using prior knowledge and text information.</li> <li>• making predictions.</li> <li>• formulating questions.</li> <li>• locating relevant information.</li> <li>• making connections with previous experiences, information, and ideas.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
2.03 Read a variety of texts, including: <ul style="list-style-type: none"> <li>• fiction (legends, novels, folklore, science fiction).</li> <li>• nonfiction (autobiographies, informational books, diaries, journals).</li> <li>• poetry (concrete, haiku).</li> <li>• drama (skits, plays).</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

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2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> <li>• plot.</li> <li>• theme.</li> <li>• main idea and supporting details.</li> <li>• author's choice of words.</li> <li>• mood.</li> <li>• author's use of figurative language.</li> </ul>	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
2.07 Determine usefulness of information and ideas consistent with purpose.	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
	E41	Assess the significance and importance of themes in literary text.			
2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H

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2.09 Listen actively by: <ul style="list-style-type: none"> <li>• asking questions.</li> <li>• paraphrasing what was said.</li> <li>• interpreting speaker’s verbal and non-verbal messages.</li> <li>• interpreting speaker’s purposes and/or intent.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H
E17	Make informed judgments about the content, organization, and delivery (including non-verbal cues) of spoken communication.				
E19	Analyze and evaluate a speaker’s opinions, personal values, and persuasive techniques.				
<b>Competency Goal 3</b> <b>The learner will make connections with text through the use of oral language, written language, and media and technology.</b>					
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• analyzing the impact of authors’ word choice and context.</li> <li>• examining the reasons for characters’ actions.</li> <li>• identifying and examining characters’ motives.</li> <li>• considering a situation or problem from different characters’ points of view.</li> <li>• analyzing differences among genres.</li> <li>• making inferences and drawing conclusions about characters, events and themes.</li> </ul>	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.				
E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.				
E41	Assess the significance and importance of themes in literary text.				
3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	H	M	H
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
3.04 Make informed judgments about television and film/video productions.	E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.	H	M	H
3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	H	H
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	H	H	H
	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
	E27	Use and cite documented research in both print and nonprint presentations.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>					
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E48	Interpret literature for an audience by reading out loud with appropriate expression.			
4.02 Use oral and written language to: <ul style="list-style-type: none"> <li>• present information and ideas in a clear, concise manner.</li> <li>• discuss.</li> <li>• interview.</li> <li>• solve problems.</li> <li>• make decisions.</li> </ul>	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	L	H	M
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.	L	L	L
4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M

North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings		N.C. End-of-Grade Test	NESS	Priority
	Rank				
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).	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.	L	L	L
4.08 Focus revision on a specific element such as: <ul style="list-style-type: none"> <li>• word choice.</li> <li>• sequence of events and ideas.</li> <li>• transitional words.</li> <li>• sentence patterns.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
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).	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.	L	M	M
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
	E28	Develop and use expository writing skills in all content areas.			
4.10 Use technology as a tool to gather, organize, and present information.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	L	H	M
<b>Competency Goal 5</b> <b>The learner will apply grammar and language conventions to communicate effectively.</b>					
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).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.02 Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> <li>• pronouns.</li> <li>• subject/verb agreement.</li> <li>• verb tense consistency.</li> <li>• subject consistency.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M

North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
5.03 Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> <li>• simple and compound sentences.</li> <li>• regular and irregular verbs.</li> <li>• adverbs.</li> <li>• prepositions.</li> <li>• coordinating conjunctions.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.04 Compose multiple paragraphs with: <ul style="list-style-type: none"> <li>• topic sentences.</li> <li>• specific, relevant details.</li> <li>• logical progression and movement of ideas.</li> <li>• coherence.</li> <li>• elaboration.</li> <li>• concluding statement related to the topic.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	L	H	M
5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	L	H	M
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 4	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
5.07 Use established criteria to edit for language conventions and format.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
5.08 Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> <li>logical sequence of fiction and nonfiction retells.</li> <li>time order sequence of events.</li> <li>sustaining conversations on a topic.</li> </ul>	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.	L	H	M
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
5.09 Create readable documents through legible handwriting (cursive) and/or word processing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			

## North Carolina Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b> The learner will apply enabling strategies and skills to read and write.					
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
1.03 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• word reference materials.</li> <li>• content area study.</li> <li>• writing process elements.</li> <li>• writing as a tool.</li> <li>• debate.</li> <li>• discussions.</li> <li>• seminars.</li> <li>• examining the author's craft.</li> </ul>	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	M	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.	M	H	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
1.05 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> <li>increase fluency.</li> <li>build background knowledge.</li> <li>expand and refine vocabulary.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	M	H	H
<b>Competency Goal 2</b> <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b>					
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).	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	H	H
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> <li>making predictions.</li> <li>formulating questions.</li> <li>supporting answers from textual information, previous experience, and/or other sources.</li> <li>drawing on personal, literary, and cultural understandings.</li> <li>seeking additional information.</li> <li>making connections with previous experiences, information, and ideas.</li> </ul>	E12	Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).	H	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
2.03 Read a variety of texts, such as: <ul style="list-style-type: none"> <li>fiction (tall tales, myths).</li> <li>nonfiction (books of true experience, newspaper and magazine articles, schedules).</li> <li>poetry (narrative, lyric, and cinquains).</li> <li>drama (plays and skits).</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of-Grade Test	NESS	Priority
	Rank				
2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> <li>• plot development.</li> <li>• author’s choice of words.</li> <li>• effectiveness of figurative language (e.g., personification, flashback).</li> <li>• tone.</li> </ul>	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
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).	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> <li>• causal.</li> <li>• hierarchical.</li> <li>• temporal.</li> <li>• problem-solution.</li> </ul>	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.	H	M	H
2.09 Listen actively and critically by: <ul style="list-style-type: none"> <li>• asking questions.</li> <li>• delving deeper into the topic.</li> <li>• elaborating on the information and ideas presented.</li> <li>• evaluating information and ideas.</li> <li>• making inferences and drawing conclusions.</li> <li>• making judgments.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.	E19	Analyze and evaluate a speaker's opinions, personal values, and persuasive techniques.	H	H	H
<b>Competency Goal 3</b> <b>The learner will make connections through the use of oral language, written language, and media and technology.</b>					
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>analyzing word choice and content.</li> <li>examining reasons for a character's actions, taking into account the situation and basic motivation of the character.</li> <li>creating and presenting a product that effectively demonstrates a personal response to a selection or experience.</li> <li>examining alternative perspectives.</li> <li>evaluating the differences among genres.</li> <li>examining relationships among characters.</li> <li>making and evaluating inferences and conclusions about characters, events, and themes.</li> </ul>	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E41	Assess the significance and importance of themes in literary text.			
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			
3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.	E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.	H	M	H
3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E16	Locate and gather information such as data, facts, ideas, concepts, and generalizations from oral sources.			
3.07 Make informed judgments about: <ul style="list-style-type: none"> <li>• bias.</li> <li>• propaganda.</li> <li>• stereotyping.</li> <li>• media techniques.</li> </ul>	E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.	H	M	H
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
<b>Competency Goal 4</b> <b>The learner will apply strategies and skills to create oral, written, and visual texts.</b>					
4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.	L	H	M
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E48	Interpret literature for an audience by reading out loud with appropriate expression.			
4.02 Use oral and written language to: <ul style="list-style-type: none"> <li>• formulate hypotheses.</li> <li>• evaluate information and ideas.</li> <li>• present and support arguments.</li> <li>• influence the thinking of others.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	L	H	M

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E31	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			
	E33	Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.			
	E36	Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.			
4.04 Select a self-evaluated composition for publication and justify rationale for selection.	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.	L	M	M
	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
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.	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	L	H	M
	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.			
4.07 Compose a variety of fiction, nonfiction, poetry, and drama using selfselected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.	L	L	L

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of-Grade Test	NESS	Priority
4.08 Focus revision on target elements by: <ul style="list-style-type: none"> <li>• improving word choice.</li> <li>• rearranging text for clarity.</li> <li>• creating simple and/or complex sentences for clarity or impact.</li> <li>• developing a lead, characters, or mood.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.	L	M	M
	E28	Develop and use expository writing skills in all content areas.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			
4.10 Use technology as a tool to enhance and/or publish a product.	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.	L	H	M
<b>Competency Goal 5</b> <b>The learner will apply grammar and language conventions to communicate effectively.</b>					
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).	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.02 Demonstrate understanding in speaking and writing by using: <ul style="list-style-type: none"> <li>• troublesome verbs.</li> <li>• nominative, objective, and possessive pronouns.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
5.03 Elaborate information and ideas in speaking and writing by using: <ul style="list-style-type: none"> <li>• prepositional phrases.</li> <li>• transitions.</li> <li>• coordinating and/or subordinating conjunctions.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
5.04 Determine the impact of word choice on written and spoken language.	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.	L	M	M
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
5.07 Edit final product for grammar, language conventions, and format.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
5.08 Create readable documents through legible handwriting (cursive) and word processing.	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	L	H	M
	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			

## North Carolina Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b>					
<b>The learner will use language to express individual perspectives drawn from personal or related experience.</b>					
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> <li>• uses a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>• tells a story or establishes the significance of an event or events.</li> <li>• uses remembered feelings and specific details.</li> <li>• uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).</li> </ul>	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
<p>1.02 Explore expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• analyzing the characteristics of expressive works.</li> <li>• determining the effect of literary devices and/or strategies on the reader/viewer/listener.</li> <li>• making connections between works, self and related topics.</li> <li>• comparing and/or contrasting information.</li> <li>• drawing inferences and/or conclusions.</li> <li>• determining the main idea and/or significance of events.</li> <li>• generating a learning log or journal.</li> <li>• creating an artistic interpretation that connects self to the work.</li> <li>• discussing print and non-print expressive works formally and informally.</li> <li>• determining the main idea and/or significance of events.</li> <li>• generating a learning log or journal.</li> <li>• creating an artistic interpretation that connects self to the work.</li> <li>• discussing print and non-print expressive works formally and informally.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
E21	Critically appraise print and nonprint content and information in current events, popular media, and the Internet for accuracy, artistic or informational value, production quality, and entertainment value.				
E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.				
E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.				
E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.				
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> <li>• listening attentively.</li> <li>• showing empathy.</li> <li>• contributing relevant comments connecting personal experiences to content.</li> <li>• monitoring own understanding of the discussion and seeking clarification as needed.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings		N.C. End-of-Grade Test	NESS	Priority
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>describing personal learning growth and changes in perspective.</li> <li>identifying changes in self throughout the learning process.</li> <li>interpreting how personal circumstances and background shape interaction with text.</li> </ul>	E6	Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).	H	H	H
<b>Competency Goal 2</b> <b>The learner will explore and analyze information from a variety of sources.</b>					
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>studying the characteristics of informational works.</li> <li>restating and summarizing information.</li> <li>determining the importance and accuracy of information.</li> <li>making connections between works, self and related topics/information.</li> <li>comparing and/or contrasting information.</li> <li>drawing inferences and/or conclusions.</li> <li>generating questions.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
	E34	Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates.			
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> <li>exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).</li> <li>distinguishing between primary and secondary sources.</li> <li>analyzing the effects of the presentation and/or the accuracy of information.</li> </ul>	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E27	Use and cite documented research in both print and nonprint presentations.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 3</b> <b>The learner will examine the foundations and the use of argument.</b>					
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding what is read, heard, and/or viewed.</li> <li>• analyzing the characteristics of argumentative works.</li> <li>• determining the importance of author’s word choice and focus.</li> <li>• summarizing the author’s purpose and stance.</li> <li>• making connections between works, self and related topics.</li> <li>• drawing inferences.</li> <li>• responding to public documents (such as but not limited to editorials and school and community policies).</li> <li>• distinguishing between fact and opinion.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
	E34	Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates.			
	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
3.02 Explore the problem solution process by: <ul style="list-style-type: none"> <li>• studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.</li> <li>• preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions.</li> </ul>	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
3.03 Study arguments that evaluate through: <ul style="list-style-type: none"> <li>• exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.</li> <li>• preparing individual and/or group essays and presentations that use evaluative techniques.</li> </ul>	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
<b>Competency Goal 4</b> <b>The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.</b>					
4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>• identifying and exploring the underlying assumptions of the author/creator.</li> <li>• analyzing the effects of author’s craft on the reader/viewer/listener.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques.</li> <li>• drawing conclusions based on evidence, reasons, or relevant information.</li> <li>• considering the implications, consequences, or impact of those conclusions.</li> </ul>	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
4.03 Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> <li>• considering alternative points of view or reasons.</li> <li>• remaining fair-minded and open to other interpretations.</li> <li>• constructing a critical response/review of a work/topic.</li> </ul>	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 5</b> <b>The learner will respond to various literary genres using interpretive and evaluative processes.</b>					
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> <li>• reading self-selected literature and other materials of individual interest.</li> <li>• reading literature and other materials selected by the teacher.</li> <li>• discussing literature in teacher-student conferences and small group discussions.</li> <li>• taking an active role in whole class seminars.</li> <li>• discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm.</li> <li>• interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.</li> <li>• investigating examples of distortion and stereotypes.</li> <li>• recognizing underlying messages in order to identify theme(s) within and across works.</li> <li>• extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>• exploring relationships between and among characters, ideas, concepts and/or experiences.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E41	Assess the significance and importance of themes in literary text.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> <li>• reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).</li> <li>• interpreting what impact genre-specific characteristics have on the meaning of the work.</li> <li>• exploring how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>• exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.</li> </ul>	Rank	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 6</b> <b>The learner will apply conventions of grammar and language usage.</b>					
6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>• using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>• using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>• demonstrating the different roles of the parts of speech in sentence construction.</li> <li>• using pronouns correctly, including clear antecedents and correct case.</li> <li>• using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>• 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.</li> <li>• extending vocabulary knowledge by learning and using new words.</li> <li>• exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.</li> <li>• developing an awareness of language conventions and usage during oral presentations.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 6	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
6.02 Identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> <li>• reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>• applying proofreading symbols when editing.</li> <li>• producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.</li> <li>• developing an awareness of errors in everyday speech.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H

## North Carolina Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b>					
<b>The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.</b>					
1.01 Narrate an expressive account which: <ul style="list-style-type: none"> <li>• creates a coherent organizing structure appropriate to purpose, audience, and context.</li> <li>• orients the reader/listener to the scene, the people, and the events.</li> <li>• engages the reader/listener by establishing a context and creating a point of view.</li> <li>• establishes the significance of events.</li> </ul>	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.	H	H	H
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			
	E48	Interpret literature for an audience by reading out loud with appropriate expression.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
1.02 Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> <li>• summarizing the characteristics of expressive works.</li> <li>• determining the importance of literary effects on the reader/viewer/listener.</li> <li>• making connections between works, self and related topics.</li> <li>• comparing and/or contrasting information.</li> <li>• drawing inferences and/or conclusions.</li> <li>• determining the main idea and/or significance of events.</li> <li>• generating a learning log or journal.</li> <li>• maintaining an annotated list of works read/viewed.</li> <li>• creating an artistic interpretation that connects self and/or society to the selection.</li> <li>• constructing and presenting book/media reviews.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E8	Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.			
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.			
1.03 Interact in group settings by: <ul style="list-style-type: none"> <li>• responding appropriately to comments and questions.</li> <li>• offering personal opinions confidently without dominating.</li> <li>• giving appropriate reasons that support opinions.</li> <li>• soliciting and respecting another person's opinion.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>• analyzing personal learning growth and changes in perspective.</li> <li>• examining changes in self throughout the learning process.</li> <li>• determining how personal circumstances and background shape interaction with text.</li> </ul>	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 2</b> <b>The learner will synthesize and use information from a variety of sources.</b>					
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• analyzing the characteristics of informational works.</li> <li>• summarizing information.</li> <li>• determining the importance of information.</li> <li>• making connections to related topics/information.</li> <li>• drawing inferences and/or conclusions.</li> <li>• generating questions.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> <li>• identifying and using appropriate primary and secondary sources.</li> <li>• comparing, contrasting, and evaluating information from different sources about the same topic.</li> <li>• evaluating information for extraneous details, inconsistencies, relevant facts, and organization.</li> </ul>	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 3</b> <b>The learner will refine the understanding and use of argument.</b>					
3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and /or viewed.</li> <li>• identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>• recognizing bias, emotional factors, and/or semantic slanting.</li> <li>• examining the effectiveness of style, tone, and use of language.</li> <li>• summarizing the author’s purpose and stance.</li> <li>• examining the importance and impact of establishing a position or point-of-view.</li> <li>• making connections between works, self and related topics.</li> <li>• drawing inferences.</li> <li>• responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues).</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
3.02 Explore and analyze the problem-solution process by: <ul style="list-style-type: none"> <li>• studying problems and solutions within various texts and situations.</li> <li>• utilizing the problem-solution process within various contexts/situations.</li> <li>• constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>• recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E14	Write clear and concise directions or procedures.			
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
3.03 Study and create arguments that evaluate by: <ul style="list-style-type: none"> <li>• understanding the importance of establishing a firm judgment.</li> <li>• justifying the judgment with logical, relevant reasons, clear examples, and supporting details.</li> <li>• creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.	H	M	H
	E33	Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.			
	E36	Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.			
<b>Competency Goal 4</b> <b>The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.</b>					
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>• exploring and evaluating the underlying assumptions of the author/creator.</li> <li>• understanding the effects of author’s craft on the reader/viewer/listener.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E19	Analyze and evaluate a speaker’s opinions, personal values, and persuasive techniques.			
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques.</li> <li>• drawing conclusions based on evidence, reasons, or relevant information.</li> <li>• considering the implications, consequences, or impact of those conclusions.</li> </ul>	Rank	E29 Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.	H	M	H
	E34	Summarize essential information from a variety of oral sources such as speeches, plays, commercials, and political debates.			
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			
4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> <li>• considering and presenting alternative points of view or reasons.</li> <li>• remaining fair-minded and open to other interpretations.</li> <li>• creating a critical response/review of a work/topic.</li> </ul>	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
	E19	Analyze and evaluate a speaker's opinions, personal values, and persuasive techniques.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
	E33	Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 5</b> <b>The learner will respond to various literary genres using interpretive and evaluative processes.</b>					
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> <li>• reading self-selected literature and other materials of individual interest.</li> <li>• reading literature and other materials selected by the teacher.</li> <li>• assuming an active role in teacher-student conferences.</li> <li>• engaging in small group discussions.</li> <li>• taking an active role in whole class seminars.</li> <li>• analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.</li> <li>• analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.</li> <li>• analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.</li> <li>• extending understanding by creating products for different purposes, different audiences and within various contexts.</li> <li>• analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E41	Assess the significance and importance of themes in literary text.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> <li>• reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).</li> <li>• analyzing what genre specific characteristics have on the meaning of the work.</li> <li>• analyzing how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>• analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.</li> </ul>	E37	Evaluate an author’s uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	H	M	H
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 6</b> <b>The learner will apply conventions of grammar and language usage.</b>					
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> <li>• using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.</li> <li>• using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>• applying the parts of speech to clarify language usage.</li> <li>• using pronouns correctly, including clear antecedents and correct case.</li> <li>• using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).</li> <li>• 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.</li> <li>• extending vocabulary knowledge by learning and using new words.</li> <li>• determining when and where dialects and standard/ nonstandard English usage are appropriate.</li> <li>• applying language conventions and usage during oral presentations.</li> <li>• choosing language that is precise, engaging, and well suited to the topic and audience.</li> <li>• experimenting with figurative language and speech patterns.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			
	E44	Understand the effect of sounds, words, imagery, repetition, rhyme, and rhythm patterns in language, including poetry and orations, on the speaker or audience.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 7	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
	Rank				
6.02 Continue to identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> <li>• using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.</li> <li>• mastering proofreading symbols for editing.</li> <li>• producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>• listening to and monitoring self to correct errors.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H

## North Carolina Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>					
<b>Competency Goal 1</b>					
<b>The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.</b>					
1.01 Narrate a personal account which: <ul style="list-style-type: none"> <li>• creates a coherent, organizing structure appropriate to purpose, audience, and context.</li> <li>• establishes a point of view and sharpens focus.</li> <li>• uses remembered feelings.</li> <li>• selects details that best illuminate the topic.</li> <li>• connects events to self/society.</li> </ul>	E7	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.			
	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.			
	E45	Create an original piece of literature or poetry for personal enjoyment or to share with other readers.			
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• reviewing the characteristics of expressive works.</li> <li>• determining the importance of literary effects on the reader/viewer/listener.</li> <li>• making connections between works, self and related topics</li> <li>• drawing inferences.</li> <li>• generating a learning log or journal.</li> <li>• maintaining an annotated list of works that are read or viewed, including personal reactions.</li> <li>• taking an active role in and/or leading formal/informal book/media talks.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
	E25	Write in various formats such as learning logs, laboratory reports, note-taking, response journals, organizers, and portfolios.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
1.03 Interact in group activities and/or seminars in which the student: <ul style="list-style-type: none"> <li>• shares personal reactions to questions raised.</li> <li>• gives reasons and cites examples from text in support of expressed opinions.</li> <li>• clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.</li> </ul>	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.	H	H	H
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
1.04 Reflect on learning experiences by: <ul style="list-style-type: none"> <li>• evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.</li> <li>• appraising changes in self throughout the learning process.</li> <li>• evaluating personal circumstances and background that shape interaction with text.</li> </ul>	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.	H	M	H
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
	E49	Research information about viewing by evaluating personal and societal viewing habits.			
<b>Competency Goal 2</b> <b>The learner will use and evaluate information from a variety of sources.</b>					
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• recognizing the characteristics of informational materials.</li> <li>• summarizing information.</li> <li>• determining the importance and accuracy of information.</li> <li>• making connections to related topics/information.</li> <li>• drawing inferences and/or conclusions.</li> <li>• generating questions.</li> <li>• extending ideas.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.			
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E35	Compare, contrast, and synthesize ideas, concepts, and generalizations from a variety of literary sources in diverse writings.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
<p>2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> <li>determining purpose, audience, and context.</li> <li>understanding the focus.</li> <li>recognizing and/or choosing a relevant topic.</li> <li>Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.</li> <li>evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.</li> <li>researching and organizing information to achieve purpose.</li> <li>using notes and/or memory aids to structure information.</li> <li>supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.</li> <li>noting and/or citing sources used.</li> <li>recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information.</li> </ul>	Rank	Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.	H	H	H
	E7	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			
	E15	Use and cite documented research in both print and nonprint presentations.			
	E27	Apply an understanding of graphics, layout, white space, italics, graphs, charts, and other visual aids to enhance informational reading, writing, or presenting.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 3</b> <b>The learner will continue to refine the understanding and use of argument.</b>					
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard and/or viewed.</li> <li>• analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.</li> <li>• identifying the social context of the argument.</li> <li>• recognizing the effects of bias, emotional factors, and/or semantic slanting.</li> <li>• comparing the argument and counter-argument presented.</li> <li>• identifying/evaluating the effectiveness of tone, style, and use of language.</li> <li>• evaluating the author’s purpose and stance.</li> <li>• making connections between works, self and related topics.</li> <li>• responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context).</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E19	Analyze and evaluate a speaker’s opinions, personal values, and persuasive techniques.			
	E20	Understand the nature and purpose of a variety of technical formats (essays, business letters, memos, investigative reports, brochures, critiques, instructions, policy statements, technical proposals, lab reports, etc.) and write in these formats.			
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
	E36	Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.			
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	3.02 Continue to explore and analyze the use of the problem-solution process by: <ul style="list-style-type: none"> <li>• evaluating problems and solutions within various texts and situations.</li> <li>• utilizing the problem-solution process within various contexts/situations.</li> <li>• constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.</li> <li>• recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	E9			
E19		Analyze and evaluate a speaker’s opinions, personal values, and persuasive techniques.			
E22		Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
E26		Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings		N.C. End-of-Grade Test	NESS	Priority
3.03 Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> <li>• understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest.</li> <li>• noting and/or developing a controlling idea that makes a clear and knowledgeable judgment.</li> <li>• arranging details, reasons, and examples effectively and persuasively.</li> <li>• anticipating and addressing reader/listener concerns and counterarguments.</li> <li>• recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.</li> </ul>	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.	H	H	H
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			
	E33	Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.			
<b>Competency Goal 4</b> <b>The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.</b>					
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> <li>• monitoring comprehension for understanding of what is read, heard, and/or viewed.</li> <li>• evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques.</li> <li>• evaluating the underlying assumptions of the author/creator.</li> <li>• evaluating the effects of author's craft on the reader/viewer/listener.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	M	H	H
	E29	Compare the role of print and nonprint sources, including advertising, in shaping public opinion, noting instances of unsupported inferences and fallacious reasoning.			
	E30	Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> <li>• using knowledge of language structure and literary or media techniques.</li> <li>• drawing conclusions based on evidence, reasons, or relevant information.</li> <li>• considering the implications, consequences, or impact of those conclusions.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
4.03 Use the stance of a critic to: <ul style="list-style-type: none"> <li>• consider alternative points of view or reasons.</li> <li>• remain fair-minded and open to other interpretations.</li> <li>• constructing a critical response/review of a work/topic.</li> </ul>	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.	H	M	H
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
	E33	Define a position on a controversial topic and write an essay to persuade a specific audience to change an opinion or take a particular action.			
	E36	Define a position on a controversial topic and make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 5</b> <b>The learner will respond to various literary genres using interpretive and evaluative processes.</b>					
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> <li>• using effective reading strategies to match type of text.</li> <li>• reading self-selected literature and other materials of interest to the individual.</li> <li>• reading literature and other materials selected by the teacher.</li> <li>• assuming a leadership role in student-teacher reading conferences.</li> <li>• leading small group discussions.</li> <li>• taking an active role in whole class seminars.</li> <li>• analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.</li> <li>• discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.</li> <li>• analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.</li> <li>• extending understanding by creating products for different purposes, different audiences, and within various contexts.</li> <li>• analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.</li> </ul>	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.			
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E41	Assess the significance and importance of themes in literary text.			
	E43	Identify and interpret idiomatic expressions and figures of speech that enhance oral communication.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> <li>• reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).</li> <li>• evaluating what impact genre-specific characteristics have on the meaning of the text.</li> <li>• evaluating how the author’s choice and use of a genre shapes the meaning of the literary work.</li> <li>• evaluating what impact literary elements have on the meaning of the text.</li> </ul>	Rank		M	H	H
	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.			
	E23	Create a connection to a text by understanding the personal, social, cultural, and historical significance of it.			
	E24	Compare/contrast, summarize, synthesize, and evaluate ideas from various selections on similar topics or works by the same author.			
	E38	Evaluate an author’s uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
	E39	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			
	E42	Compare/contrast literary genres (science fiction, romance, drama, etc.) or delivery systems (books, live performance, film, etc.).			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings Rank		N.C. End-of- Grade Test	NESS	Priority
<b>Competency Goal 6</b> <b>The learner will apply conventions of grammar and language usage.</b>					
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> <li>• using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.</li> <li>• using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.</li> <li>• applying the parts of speech to clarify language usage.</li> <li>• using pronouns correctly, including clear antecedents and case.</li> <li>• using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)</li> <li>• 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.</li> <li>• extending vocabulary knowledge by learning and using new words.</li> <li>• evaluating the use and power of dialects in standard/nonstandard English usage.</li> <li>• applying correct language conventions and usage during formal oral presentations.</li> </ul>	E1	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).	H	H	H
	E4	Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.			
	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.			
	E10	Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.			
	E11	Give clear and concise oral directions.			
	E18	Apply rules of appropriate diction and grammar in formal and informal speaking situations.			

North Carolina English Language Arts Strands/Goals/Objectives Grade 8	National Essential Skills Study (NESS) Rankings		N.C. End-of- Grade Test	NESS	Priority
6.02 Continue to identify and edit errors in spoken and written English by: <ul style="list-style-type: none"> <li>• using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.</li> <li>• producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.</li> <li>• self correcting errors in everyday speech.</li> <li>• independently practicing formal oral presentations.</li> </ul>	Rank	Apply writing rules and conventions (grammar, usage, punctuation, sentence structure, and spelling).			
	E11	Give clear and concise oral directions.	H	H	H