

North Carolina State Standard
Kindergarten English-Language Arts Curriculum
Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

North Carolina Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.01	Develop book and print awareness: <ul style="list-style-type: none"> • identify the parts of books and function of each part. • demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. • demonstrate an understanding of letters, words, and story. 	N/A	N/A	N/A
1.02	Develop phonemic awareness and knowledge of alphabetic principle: <ul style="list-style-type: none"> • demonstrate understanding that spoken language is a sequence of identifiable speech sounds. • demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). 	✓	Over 200 Blackline Masters	✓
1.03	Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> • recognize and name upper and lower case letters of the alphabet. • recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. • recognize most beginning consonant letter-sound associations in one-syllable words. 	✓	Over 200 Blackline Masters	✓

Topic	Description	Lessons	Supplemental Material	Activities
1.04	Read or begin to read: <ul style="list-style-type: none"> • read or attempt to read own dictated story. • attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. 	✓	Oral Reading: Expert Sheets 4 - 20	✓
1.05	Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.	N/A	N/A	N/A

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Topic	Description	Lessons	Supplemental Material	Activities
2.01	Demonstrate sense of story (e.g., beginning, middle, end, characters, details).	N/A	N/A	N/A
2.02	Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).	N/A	N/A	N/A
2.03	Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.	N/A	N/A	N/A
2.04	Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.05	Predict possible events in texts before and during reading.	N/A	Oral Reading: Expert Sheets 4 - 20	N/A
2.06	Understand and follow oral-graphic directions.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.07	Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.	N/A	N/A	N/A

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Topic	Description	Lessons	Supplemental Material	Activities
3.01	Connect information and events in text to experience.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3.02	Discuss concepts and information in a text to clarify and extend knowledge.	✓	Oral Reading: Expert Sheets 4 - 20	✓
3.03	Associate target words with prior knowledge and explore an author's choice of words.	N/A	N/A	N/A
3.04	Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> • listening to and re-visiting stories. • discussing, illustrating, and dramatizing stories. • discovering relationships. 	✓	Oral Reading: Expert Sheets 4 - 20	✓

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Topic	Description	Lessons	Supplemental Material	Activities
4.01	Use new vocabulary in own speech and writing.	✓	Grammar Sheets	✓
4.02	Use words that name and words that tell action in a variety of simple texts.	✓	Oral Reading: Expert Sheets 4 - 20	✓
4.03	Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.	✓	Grammar Sheets	✓
4.04	Maintain conversation and discussions: <ul style="list-style-type: none"> • attending to oral presentations. • taking turns expressing ideas and asking questions. 	N/A	N/A	N/A
4.05	Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).	✓	Grammar Sheets	✓
4.06	Write and/or participate in writing behaviors by using authors' models of language.	N/A	N/A	N/A

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Topic	Description	Lessons	Supplemental Material	Activities
5.01	Develop spelling strategies and skills by: <ul style="list-style-type: none"> • representing spoken language with temporary and/or conventional spelling. • writing most letters of the alphabet. • analyzing sounds in a word and writing dominant consonant letters. 	✓	Over 200 blackline masters	✓
5.02	Use capital letters to write the word I and the first letter in own name.	✓	Grammar Sheets	✓

North Carolina State Standard
Grade 1 English-Language Arts Curriculum
Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

North Carolina Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.01	Develop phonemic awareness and demonstrate knowledge of alphabetic principle: <ul style="list-style-type: none"> • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. 	✓	Over 200 blackline masters	✓
1.02	Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., <i>have said, where, two</i>). 	✓	Over 200 blackline masters	✓
1.03	Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	✓	Over 200 blackline masters	✓
1.04	Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	✓	Over 200 blackline masters	✓
1.05	Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	N/A	N/A	N/A

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Topic	Description	Lessons	Supplemental Material	Activities
2.01	Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	✓	Oral Reading: Expert Sheets 4 - 20	✓
2.02	Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).	N/A	N/A	N/A
2.03	Read and comprehend both narrative and expository text appropriate for grade one.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.04	Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.05	Predict and explain what will happen next in stories.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.06	Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.07	Respond and elaborate in answering <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.08	Discuss and explain response to <i>how</i> , <i>why</i> , and <i>what if</i> questions in sharing narrative and expository texts.	✓	Oral Reading: Expert Sheets 4 - 32	✓
2.09	Read and understand simple written instructions.	✓	Over 200 blackline masters	✓

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Topic	Description	Lessons	Supplemental Material	Activities
3.01	Elaborate on how information and events connect to life experiences.	✓	Oral Reading: Expert Sheets 4 - 32	✓
3.02	Recognize and relate similar vocabulary use and concepts across experiences with texts.	N/A	N/A	N/A
3.03	Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
3.04	Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> publishing non-print texts. discussing interpretations. recording personal responses. 	N/A	N/A	N/A
3.05	Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	N/A	N/A	N/A
3.06	Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.	N/A	N/A	N/A
3.07	Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> kinds of sentences. capitalization of first word in a sentence and proper names. punctuation to end a declarative and interrogative sentence. 	✓	Oral Reading: Expert Sheets 4 - 32	✓

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Topic	Description	Lessons	Supplemental Material	Activities
4.01	Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).	✓	Oral Reading: Expert Sheets 4 – 32: Grammar Sheets	✓
4.02	Use words that name characters and settings (who, where) and words that tell action and events (what happened, what did ____ do) in simple texts.	✓	Oral Reading: Expert Sheets 4 - 32	✓
4.03	Use specific words to name and tell action in oral and written language (e.g., using words such as <i>frog</i> and <i>toad</i> when discussing an expository text).	✓	Oral Reading: Expert Sheets 4 - 32	✓

Topic	Description	Lessons	Supplemental Material	Activities
4.04	Extend skills in using oral and written language: <ul style="list-style-type: none"> • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions. • producing written products. 	✓	Oral Reading: Expert Sheets 4 – 32; Grammar Sheets	✓
4.05	Write and/or participate in writing by using an author’s model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).	N/A	N/A	N/A
4.06	Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).	N/A	N/A	N/A

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Topic	Description	Lessons	Supplemental Material	Activities
5.01	Use phonic knowledge and basic patterns (e.g., <i>an</i> , <i>ee</i> , <i>ake</i>) to spell correctly three-and four-letter words.	✓	Over 200 blackline masters	✓
5.02	Apply phonics to write independently, using temporary and/or conventional spelling.	✓	Over 200 blackline masters	✓
5.03	Write all upper and lower case letters of the alphabet, using correct letter formation.	✓	Over 200 blackline masters	✓
5.04	Use complete sentences to write simple texts.	✓	Grammar sheets	✓
5.05	Use basic capitalization and punctuation: <ul style="list-style-type: none"> • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence. 	✓	Grammar sheets	✓
5.06	Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).	N/A	N/A	N/A

North Carolina State Standard
Grade 2 English-Language Arts Curriculum
Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

North Carolina Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.01	Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.	✓	Over 200 blackline masters	✓
1.02	Read most high frequency and many irregularly spelled words accurately in text.	✓	Over 200 blackline masters	✓
1.03	Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	✓	Over 200 blackline masters	✓
1.04	Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	✓	N/A	✓
1.05	Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	N/A	N/A	N/A

Competency Goal 2: The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

Topic	Description	Lessons	Supplemental Material	Activities
2.01	Read and comprehend both narrative and expository text appropriate for grade two.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.02	Use text for a variety of functions, including literary, informational, and practical.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.03	Read expository materials for answers to specific questions.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.04	Pose possible <i>how</i> , <i>why</i> , and <i>what if</i> questions to understand and/or interpret text.	✓	Oral Reading: Expert Sheets 4 - 46	✓

Topic	Description	Lessons	Supplemental Material	Activities
2.05	Self-monitor own difficulties in comprehending independently using several strategies.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.06	Recall facts and details from a text.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.07	Discuss similarities and differences in events and characters across stories.	✓	Oral Reading: Expert Sheets 4 - 46	✓
2.08	Interpret information from diagrams, charts, and maps.	N/A	N/A	N/A

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Topic	Description	Lessons	Supplemental Material	Activities
3.01	Use personal experiences and knowledge to interpret written and oral messages.	✓	Oral Reading: Expert Sheets 4 - 46	✓
3.02	Connect and compare information across expository selections to experience and knowledge.	N/A	N/A	N/A
3.03	Explain and describe new concepts and information in own words.	✓	Oral Reading: Expert Sheets 4 - 46	✓
3.04	Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., Read aloud by teacher, literature circles, interest groups, book clubs).	✓	Oral Reading: Expert Sheets 4 - 46	✓
3.05	Locate and discuss examples of an author's use of: <ul style="list-style-type: none"> • kinds of sentences (declarative, interrogative, exclamatory). • capitalization (titles, dates and days, names of countries). • punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). • use of paragraphs in texts and their effects on the reader. 	✓	Oral Reading: Expert Sheets 4 - 46	✓
3.06	Discuss the effect of an author's choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.	N/A	N/A	N/A

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Topic	Description	Lessons	Supplemental Material	Activities
4.01	Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.	✓	Oral Reading: Expert Sheets 4 - 46	✓
4.02	Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.	N/A	N/A	N/A
4.03	Read aloud with fluency and expression any text appropriate for early independent readers.	✓	Oral Reading: Expert Sheets 4 - 46	✓
4.04	Use oral communication to identify, organize, and analyze information.	✓	Oral Reading: Expert Sheets 4 - 46	✓
4.05	Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	✓	Oral Reading: Expert Sheets 4 - 46	✓
4.06	Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).	✓	Grammar Sheets	✓
4.07	Compose first drafts using an appropriate writing process: <ul style="list-style-type: none"> • planning and drafting. • rereading for meaning. • revising to clarify and refine writing with guided discussion. 	✓	Grammar Sheets	✓
4.08	Write structured, informative presentations and narratives when given help with organization.	N/A	N/A	N/A
4.09	Use media and technology to enhance the presentation of information to an audience for a specific purpose.	N/A	N/A	N/A

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Topic	Description	Lessons	Supplemental Material	Activities
5.01	Spell correctly using: <ul style="list-style-type: none"> • previously studied words. • spelling patterns. • analysis of sounds to represent all the sounds in a word in one’s own writing. 	✓	Over 200 blackline masters	✓
5.02	Attend to spelling, mechanics, and format for final products in one’s own writing.	✓	Grammar Sheets	✓
5.03	Use capitalization, punctuation, and paragraphs in own writing.	✓	Grammar Sheets	✓
5.04	Use the following parts of the sentence: <ul style="list-style-type: none"> • subject. • predicate. • modifier. 	✓	Grammar Sheets	✓
5.05	Use editing to check and confirm correct use of conventions: <ul style="list-style-type: none"> • complete sentences. • correct word order in sentences. 	✓	Grammar Sheets	✓
5.06	Use correctly in written products: <ul style="list-style-type: none"> • letter formation, lines, and spaces to create readable documents. • plural forms of commonly used nouns. • common, age - appropriate contractions. 	✓	Grammar Sheets	✓

North Carolina State Standard
Grade 3 English-Language Arts Curriculum
Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

North Carolina Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.01	Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	✓	Grammar Sheets	✓
1.02	Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.03	Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.04	Increase sight vocabulary, reading vocabulary, and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author’s craft. 	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.05	Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	N/A	N/A	N/A
1.06	Read independently daily from self-selected materials (consistent with the student’s independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • extend vocabulary. 	✓	N/A	✓

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Topic	Description	Lessons	Supplemental Material	Activities
2.01	Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.02	Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. 	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.03	Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays). 	✓	Oral Reading: Expert Sheets 4 - 61	✓
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"> • author's purpose. • plot. • conflict. • sequence. • resolution. • lesson and/or message. • main idea and supporting details. • cause and effect. • fact and opinion. • point of view (author and character). • author's use of figurative language (e.g., simile, metaphor, imagery). 	N/A	N/A	N/A
2.05	Draw conclusions, make generalizations, and gather support by referencing the text.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.06	Summarize main idea(s) from written or spoken texts using succinct language.	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.07	Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.08	Listen actively by: <ul style="list-style-type: none"> • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas. 	✓	Oral Reading: Expert Sheets 4 - 61	✓

Competency Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.

Topic	Description	Lessons	Supplemental Material	Activities
3.01	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character's point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study. 	N/A	N/A	N/A
3.02	Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.	N/A	N/A	N/A
3.03	Use text and own experiences to verify facts, concepts, and ideas.	✓	Oral Reading: Expert Sheets 4 - 61	✓
3.04	Make informed judgments about television productions.	N/A	N/A	N/A
3.05	Compare and contrast printed and visual information (e.g., graphs, charts, maps).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
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).	N/A	N/A	N/A

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Topic	Description	Lessons	Supplemental Material	Activities
4.01	Read aloud grade-appropriate text with fluency, comprehension, and expression.	✓	Oral Reading: Expert Sheets 4 - 61	✓
4.02	Use oral and written language to: <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. 	N/A	N/A	N/A
4.03	Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	N/A	N/A	N/A
4.04	Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	N/A	N/A	N/A
4.05	Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	N/A	N/A	N/A
4.06	Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	✓	Grammar Sheets	✓
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).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.08	Focus reflection and revision (with assistance) on target elements by: <ul style="list-style-type: none"> • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. 	N/A	N/A	N/A
4.09	Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	N/A	N/A	N/A
4.10	Explore technology as a tool to create a written product.	N/A	N/A	N/A

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Topic	Description	Lessons	Supplemental Material	Activities
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).	✓	Grammar Sheets	✓
5.02	Use correct subject/verb agreement.	✓	Grammar Sheets	✓
5.03	Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	✓	Grammar Sheets	✓
5.04	Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate, logical sequence. • sufficient elaboration. 	✓	Grammar Sheets	✓
5.05	Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	✓	Grammar Sheets; Spelling Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
5.06	Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).	✓	Grammar Sheets; Spelling Sheets	✓
5.07	Edit (with assistance) to use conventions of written language and format.	✓	Grammar Sheets	✓
5.08	Create readable documents with legible handwriting.	✓	Grammar Sheets	✓

North Carolina State Standard
Grade 4 English-Language Arts Curriculum
Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1: The learner will develop and apply enabling strategies and skills to read and write.

North Carolina Standards		My Reading Coach Gold		
Topic	Description	Lessons	Supplemental Material	Activities
1.01	Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.02	Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.03	Identify key words and discover their meanings and relationships through a variety of strategies.	✓	Oral Reading: Expert Sheets 4 - 61	✓
1.04	Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • knowledge of homophones, synonyms, antonyms, homonyms. • knowledge of multiple meanings of words. • writing process elements. • writing as a tool for learning. • seminars. • book clubs. • discussions. • examining the author’s craft. 	N/A	N/A	N/A
1.05	Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
1.06	Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • expand vocabulary. 	N/A	N/A	N/A

Competency Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.

Topic	Description	Lessons	Supplemental Material	Activities
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).	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.02	Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> • setting a purpose using prior knowledge and text information. • making predictions. • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas. 	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.03	Read a variety of texts, including: <ul style="list-style-type: none"> • fiction (legends, novels, folklore, science fiction). • nonfiction (autobiographies, informational books, diaries, journals). • poetry (concrete, haiku). • drama (skits, plays). 	N/A	N/A	N/A
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"> • plot. • theme. • main idea and supporting details. • author's choice of words. 	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
2.05	Make inferences, draw conclusions, make generalizations, and support by referencing the text.	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.06	Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.	✓	Oral Reading: Expert Sheets 4 - 61	✓
2.07	Determine usefulness of information and ideas consistent with purpose.	N/A	N/A	N/A
2.08	Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.	N/A	N/A	N/A
2.09	Listen actively by: <ul style="list-style-type: none"> • asking questions. • paraphrasing what was said. • interpreting speaker's verbal and non-verbal messages. • interpreting speaker's purposes and/or intent. 	✓	Oral Reading: Expert Sheets 4 - 61	✓

Competency Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.

Topic	Description	Lessons	Supplemental Material	Activities
3.01	Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing the impact of authors' word choice and context. • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different characters' points of view. 	N/A	N/A	N/A
3.02	Analyze characters, events, and plots from different selections and cite supporting evidence.	N/A	N/A	N/A
3.03	Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	N/A	N/A	N/A
3.04	Make informed judgments about television and film/video productions.	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
3.05	Integrate information from two or more sources to expand understanding of text.	N/A	N/A	N/A
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).	N/A	N/A	N/A

Competency Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

Topic	Description	Lessons	Supplemental Material	Activities
4.01	Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	✓	Oral Reading: Expert Sheets 4 - 61	✓
4.02	Use oral and written language to: <ul style="list-style-type: none"> • present information and ideas in a clear, concise manner. • discuss. • interview. • solve problems. • make decisions. 	✓	Oral Reading: Expert Sheets 4 - 61	✓
4.03	Make oral and written presentations using visual aids with an awareness of purpose and audience.	N/A	N/A	N/A
4.04	Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	N/A	N/A	N/A
4.05	Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	N/A	N/A	N/A
4.06	Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	✓	Grammar Sheets	✓
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).	N/A	N/A	N/A

Topic	Description	Lessons	Supplemental Material	Activities
4.08	Focus revision on a specific element such as: <ul style="list-style-type: none"> • word choice. • sequence of events and ideas. • transitional words. • sentence patterns. 	✓	Grammar Sheets	✓
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).	N/A	N/A	N/A
4.10	Use technology as a tool to gather, organize, and present information.	N/A	N/A	N/A

Competency Goal 5: The learner will apply grammar and language conventions to communicate effectively.

Topic	Description	Lessons	Supplemental Material	Activities
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).	✓	Grammar Sheets	✓
5.02	Demonstrate understanding in speaking and writing by appropriate usage of: <ul style="list-style-type: none"> • pronouns. • subject/verb agreement. • verb tense consistency. • subject consistency. 	✓	Grammar Sheets	✓
5.03	Elaborate information and ideas in writing and speaking by using: <ul style="list-style-type: none"> • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions. 	✓	Grammar Sheets	✓

Topic	Description	Lessons	Supplemental Material	Activities
5.04	Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. • specific, relevant details. • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. 	✓	Grammar Sheets	✓
5.05	Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.	✓	Grammar Sheets	✓
5.06	Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).	N/A	N/A	N/A
5.07	Use established criteria to edit for language conventions and format.	✓	Grammar Sheets	✓
5.08	Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. • time order sequence of events. • sustaining conversations on a topic. 	N/A	N/A	N/A
5.09	Create readable documents through legible handwriting and/or word processing.	✓	Grammar Sheets	✓