

KEY
 D = Direct Correlation to the Standard
 A = Access Point of Correlation to the Standard



North Carolina State Correlations

CA CC CF CH CM Car FW FV EFW EFV TN TV Sim EEP EEN EES Cat AO NS MH MS MT TTT ML WC ON TT FDC FDL SSS SM TC

ORAL LANGUAGE WRITTEN LANGUAGE & OTHER		CA	CC	CF	CH	CM	Car	FW	FV	EFW	EFV	TN	TV	Sim	EEP	EEN	EES	Cat	AO	NS	MH	MS	MT	TTT	ML	WC	ON	TT	FDC	FDL	SSS	SM	TC		
	Media/Technology																																		
	<u>Competency Goal 1: The learner will develop & apply enabling strategies & skills to read & write.</u>																																		
	<u>Objective1.01</u>																																		
K	Develop book & print awareness:																																		
	* demonstrate an understanding of directionality & voice-print match by following print word for word when listening to familiar text read aloud.												D	D	D	D	D	D	D																
	* demonstrate an understanding of letters, words, sentence & story.							D	D	A	A	D	D	D	D	D	D	D				A	A	A											
Grade One	Develop phonemic awareness & demonstrate knowledge of alphabetic principle: * blend the phonemes of one-syllable words.							D	D	A	A											A	A	A				D							
Grade Two	Use phonics knowledge & structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.							D	D	A	A											A	A	A				D				D	D	D	
	<u>Objective1.02</u>																																		
K	Develop phonemic awareness & knowledge of alphabetic principle:																																		
	* demonstrate understanding that spoken language is a sequence of identifiable speech sounds.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D										
	* demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.							D	D	A	A											A	A	A											
	* demonstrate understanding of the sounds of letters & understanding that words begin & end alike (onsets & rimes).							D	D	A	A											A	A	A											
Grade One	Demonstrate decoding & word recognition strategies & skills:																																		

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	* attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge & pictures to construct meaning.							A	A				D	D	D	D	D	D				A	A	A													
Grade One	Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D				D	D				
Grade Two	Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently & independently.							D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D				D	D	D			
	<u>Objective 1.05</u>																																				
K	Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.	A	A	A			A																											A			
Grade One	Increase vocabulary, concepts, & 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.	A	A	A			A								D	D	D	D	D							D	D					A		D	D		
Grade Two	Use a variety of strategies & skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.	A	A	A			A								D	D	D	D	D							D	D					A		D	D	D	
	<u>Competency Goal 2: The learner will develop & apply strategies & skills to comprehend text that is read, heard, & viewed.</u>																																				
	<u>Objective 2.01</u>																																				
K	Demonstrate sense of story (e.g., beginning, middle, end, characters, details & setting).	A	A	A			A																												A		
Grade One	Read aloud independently with fluency & comprehension any text that is appropriately designed for emergent readers.														D	D	D	D	D							D	D						A		D	D	
Grade Two	Read & comprehend text (fiction, nonfiction, poetry, & drama) appropriate for grade two by:																																				
	* making predictions.	A	A	A	A		A																											A		D	
	* asking questions.	A	A	A	A		A												D				A	A	A		D	D					A		D		
	* locating information for specific reasons/purposes.														D	D	D	D	D							A	D	D					A		D	D	
	* recognizing & applying text structure.														D	D	D	D	D							D	D						A		D	D	
	<u>Objective 2.02</u>																																				

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K	Demonstrate familiarity with a variety of types of books & selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).	D	D	D			D																	D				D								
Grade One	Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, & everyday print such as signs & labels, poems, word plays using alliteration & rhyme, skits & short plays).	A	A	A			A	D	D	A	A	D	D	D	D	D	D	D				A	A	A	A	D	D	D	A			D	D			
Grade Two	Use text for a variety of functions, including literary, informational, & practical.							D	D	A	A	D	D	D	D	D	D	D				A	A	A	A	D	D	D	A			D	D	D		
<u>Objective 2.03</u>																																				
K	2.03 Use preparation strategies to activate prior knowledge & experience before & during the reading of a text.	D	D	D			D	D	D	D	D																									
Grade One	Read & comprehend both fiction & nonfiction text appropriate for grade one using:																																			
	* prior knowledge.	A	A	A	A	A	A	D	D	D	D											D	D	D												
	* summary.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D			D	D				
	* questions.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D			D	D	D			
	* graphic organizers.	A	A	A	A	A	A	D	D	A	A	D	D	D	D	D	D	D				A	A	A		D	D	D			D	D				
Grade Two	Read expository materials for answers to specific questions.													D	D	D	D	D								D	D					D	D			
<u>Objective 2.04</u>																																				
K	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).	A	A	A			A																	A				A								
Grade One	Use preparation strategies to anticipate vocabulary of a text & to connect prior knowledge & experiences to a new text.							D	D	D	D	D	D	D	D	D	D	D								D	D									
Grade Two	Pose possible how, why, & what if questions to understand and/or interpret text.																																	D		
<u>Objective 2.05</u>																																				
K	Predict possible events in texts before & during reading.	A	A	A	A		A																						A							
Grade One	Predict & explain what will happen next in stories.	A	A	A	A		A																						A					D		
<u>Objective 2.06</u>																																				

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K	Understand & follow oral-graphic directions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D						
Grade Two	Recall main idea, facts & details from a text.													D											D	D							D		
	<u>Objective 2.07</u>																																		
Grade One	Respond & elaborate in answering what, when, where, & how questions.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D				D	D	D		D	D				D	D	D		
Grade Two	Discuss similarities & differences in events, characters & concepts within & across texts.					A								A	A	A	A	A							A	A	A								
	<u>Objective 2.08</u>																																		
Grade One	Discuss & explain response to how, why, & what if questions in sharing narrative & expository texts.																											A					D		
	<u>Objective 2.09</u>																																		
K	Identify the sequence of events in a story.																																	D	
Grade One	Read & understand simple written instructions.							D	D					D	D	D	D	D							D	D	D								D
	<u>Competency Goal 3: The learner will make connections through the use of oral language, written language, & media & technology.</u>																																		
	<u>Objective 3.01</u>																																		
K	Connect information & events in text to experience.													D	D	D	D	D																	
Grade Two	Use personal experiences & knowledge to interpret written & oral messages.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
	<u>Objective 3.02</u>																																		
Grade One	Recognize & relate similar vocabulary use & concepts across experiences with texts.							D	D	A	A	D	D	D	D	D	D	D							D	D	D								
	<u>Objective 3.03</u>																																		
K	Associate target words with prior knowledge & explore an author's choice of words.							D	D	A	A											D	D	D			D								
Grade One	Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.																																D	D	D
Grade Two	Explain & describe new concepts & information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).																																		D
	<u>Objective 3.04</u>																																		
K	Use speaking & listening skills & media to connect experiences & text:																																		
	* listening to & re-visiting stories.	D	D	D			D																	D				D					D		

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	* discussing, illustrating, & dramatizing stories.																							D				D							
	* discovering relationships.																							D				D							
Grade One	Share personal experiences & responses to experiences with text:																																		
	* discussing interpretations.																							A				D							
	* recording personal responses.																							D				D					D		
	<u>Objective 3.06</u>																																		
Grade Two	Discuss the effect of an author's choices for nouns, verbs, modifiers & specific vocabulary which help the reader comprehend a narrative or expository text.					A		A	A	A	A	A	A				A									A					A	DS			
	<u>Objective 3.07</u>																																		
Grade One	Compare authors' uses of conventions of language that aid readers including:																																		
	* kinds of sentences.																																	D	
	* capitalization of first word in a sentence & proper names.																																	D	
	* punctuation to end a declarative & interrogative sentence.																																	D	
	<u>Competency Goal 4 The learner will apply strategies & skills to create oral, written, & visual texts.</u>																																		
	<u>Objective 4.01</u>																																		
K	Use new vocabulary in own speech & writing.												D	D											D				D						
Grade One	Select & use new vocabulary & language structures in both speech & writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).											D	D												D				D		D	D			
Grade Two	Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.											D	D												D				D		D	D			
	<u>Objective 4.02</u>																																		
K	Use words that name & words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).							D	D	D	D	D	D												D				D						
Grade One	Use words that describe, name characters & settings (who, where), & tell action & events (what happened, what did ___ do) in simple texts.								D		D		D						A						D				D			D	D		

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Grade Two	Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written & oral communication.																																	D	
	<u>Objective 4.03</u>																																		
K	Use words that describe color, size, & location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.														D				A							D				A	A				
Grade One	Use specific words to name & tell action in oral & written language (e.g., using words such as frog & toad when discussing a nonfiction text).							A	A	A	A	D	D								A	A	A	A				A					D		
Grade Two	Read aloud with fluency & expression any text appropriate for early independent readers.											D	D	D	D	D	D	D								D	D						D		
	<u>Objective 4.04</u>																																		
K	Maintain conversation & discussions:																																		
	* attending to oral presentations.	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D		
	* taking turns expressing ideas & asking questions.	D	D	D	D		D		D			D	D					D	D	D	D	D	D	D	D	D	D		D						
Grade One	Extend skills in using oral & written language:																																		
	* using clear & precise language to paraphrase messages.											D	D												A				D						
	* engaging in more extended oral discussions.											D	D												A				D						
	* producing written products.																															D	D		
Grade Two	Use oral communication to identify, organize, & analyze information.											D	D												A				D						
	<u>Objective 4.05</u>																																		
K	Use a variety of sentence patterns such as interrogative requests (Can you go with me?) & sentence fragments that convey emotion (Me, too!).																																		
	* write from left to right & from top to bottom.																															A			
Grade Two	Respond appropriately when participating in group discourse by adapting language & communication behaviors to the situation to accomplish a specific purpose.																																		D
	<u>Objective 4.06</u>																																		
K	Write and/or participate in writing behaviors by using authors' models of language.																																A		
Grade One	Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.																																A	D	D

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Grade Two	Plan & 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).																															A	A		
	<u>Objective 4.07</u>																																		
Grade Two	Compose first drafts using an appropriate writing process:																																		
	* planning & drafting.																																	A	
	* rereading for meaning.																																	A	
	* revising to clarify & refine writing with guided discussion.																																	A	
	<u>Objective 4.08</u>																																		
Grade Two	Write structured, informative presentations & narratives when given help with organization.																																A	As	
	<u>Objective 4.09</u>																																		
Grade Two	Use media & technology to enhance the presentation of information to an audience for a specific purpose.												D	D																				D	
	<u>Competency Goal 5: The learner will apply grammar & language conventions to communicate effectively.</u>																																		
	<u>Objective 5.01</u>																																		
Grade One	Use phonic knowledge & basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words.																																D	D	
Grade Two	Spell correctly using:																																		
	* previously studied words.																																	D	D
	* spelling patterns.																																	D	D
	* analysis of sounds to represent all the sounds in a word in one's own writing.																																	D	D
	<u>Objective 5.02</u>																																		
Grade One	Apply phonics to write independently, using temporary and/or conventional spelling.																																		D
Grade Two	Attend to spelling, mechanics, & format for final products in one's own writing.																																	D	D
	<u>Objective 5.03</u>																																		
Grade Two	Use capitalization, punctuation, & paragraphs in own writing.																																		D
	<u>Objective 5.04</u>																																		

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Grade One	Use complete sentences to write simple texts.													A																			D			
Grade Two	Use the following parts of the sentence:																																			
	* subject.													A																				D		
	* predicate.													A																				D		
	* modifier.													A																				D		
	<u>Objective 5.05</u>																																			
Grade One	Use basic capitalization & punctuation:																																			
	* first word in a sentence.																																		D	
	* proper names.																																		D	
	* period to end declarative sentence.																																		D	
	sentence.																																		D	
Grade Two	Use editing to check & confirm correct use of conventions:																																			
	* complete sentences.														A																				D	
	* correct word order in sentences.														A																				D	
	<u>Objective 5.06</u>																																			
Grade One	Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).																																		D	
Grade Two	Use correctly in written products:																																			
	* plural forms of commonly used nouns.					A		A		A																A									D	
	<u>Objective 5.07</u>																																			
Grade One	Use legible manuscript handwriting.																																			D