

Kids Voting Correlates to the North Carolina Standard Course of Study
FOURTH GRADE LANGUAGE ARTS

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 3-5
<p>Goal 1: The learner will apply enabling strategies/skills to read and write.</p>	<p>1.04 Increase reading and writing vocabulary through:</p> <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 <p>1.06 Read independently daily from self-selected materials (consistent with the student’s independent reading level) to:</p> <ul style="list-style-type: none"> • Increase fluency • Build background • Expand vocabulary 	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 1.06 • Two Ballots 1.04 • The Name Game 1.04 • Promises to Keep 1.04 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • In Their Words 1.04 • The President’s Hats 1.04 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Vote Quotes 1.04 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Using the World Wide Web 1.04 • Judging Propaganda 1.06
<p>Goal 2: The learner will apply strategies/skills skills to comprehend text that is read, heard, and viewed.</p>	<p>2.02 Interact with the text before, during, and after reading, listening, and viewing.</p> <p>2.03 Read a variety of texts.</p> <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text.</p> <p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p> <p>2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 2.03, 2.05, 2.07, 2.09 • Two Ballots 2.05 • Watching the Returns 2.09 • Promises to Keep 2.02, 2.07, 2.09 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy: What is It...? 2.05, 2.07, 2.09 • Our Homes, Our Town, Our Country 2.05, 2.07 • In Their Words 2.05, 2.06, 2.07, 2.09 • Our Town Role Play 2.07, 2.09 • Pledge Anew 2.02, 2.05, 2.07, 2.08 • Democracy: Who? What? Where? 2.02, 2.05

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	<p>2.07 Determine usefulness of information and ideas consistent with purpose.</p> <p>2.08 Verify the meaning or accuracy of the author’s statement(s) by referencing the text or other resources.</p> <p>2.09 Listen actively.</p>	<p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Vote Quotes 2.02, 2.05, 2.06 • Literature Connection: <u>The Day Gogo Went to Vote</u> 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Judging Propaganda 2.05, 2.06, 2.07 • Student Reporters 2.02, 2.03, 2.04, 2.07 • Debates for Classroom Decisions 2.08 • Dollars and Sense 2.05
<p>Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.</p> <p>3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.</p> <p>3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.</p> <p>3.04 Make informed judgments about television and film/video productions.</p> <p>3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.</p> <p>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).</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 3.04, 3.05 • Watching the Returns 3.04, 3.05 • Promises to Keep 3.04 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy: What is It...? 3.06 • Our Homes, Our Town, Our Country 3.05 • In Their Words 3.06 • My Life 3.05, 3.06 • Our Town Role Play 3.03, 3.06 • Pledge Anew 3.01 • Democracy: Who? What? Where? 3.03, 3.05, 3.06 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Suffrage Timeline 3.03, 3.05, 3.06 • Vote Quotes 3.06 • Literature Connection: <u>The Day Gogo Went to Vote</u> 3.01, 3.02 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Using the World Wide Web 3.04, 3.05 • Judging Propaganda 3.03, 3.04, 3.05 • Student Reporters 3.01 • Bumper Stickers 3.02, 3.03, 3.05 • Debates for Classroom Decisions 3.03, 3.06 • Things to Do on my First Day in Office 3.02, 3.03, 3.06 • Email, Snail Mail 3.06 • Dollars and Sense 3.06

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<p>Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</p>	<p>4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.</p> <p>4.02 Use oral and written language.</p> <p>4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.</p> <p>4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).</p> <p>4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).</p> <p>4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.</p> <p>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).</p> <p>4.08 Focus revision on a specific element.</p> <p>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).</p> <p>4.10 Use technology as a tool to gather, organize, and present information.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 4.03, 4.05, 4.06 • The Wish Tree 4.02, 4.03, 4.08 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • In Their Words 4.02, 4.05, 4.10 • My Life 4.02, 4.04, 4.05, 4.07 • Our Town Role Play 4.02 • Freedom Connection 4.02, 4.06 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Student Reporters 4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09 • Bumper Stickers 4.03, 4.05, 4.06, 4.08 • Spokespeople for Kids Voting 4.02, 4.03, 4.05 • Debates for Classroom Decisions 4.02, 4.03 • Building a Story 4.01, 4.02, 4.04, 4.05, 4.06, 4.08, 4.09, 4.10 • Things to Do on my First Day in Office 4.02, 4.03 • Email, Snail Mail 4.02, 4.04, 4.05, 4.06, 4.08, 4.09, 4.10 • Dollars and Sense 4.02

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<p>Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>	<p>5.01 Use correct capitalization and punctuation.</p> <p>5.02 Demonstrate understanding in speaking and writing.</p> <p>5.03 Elaborate information and ideas in writing and speaking.</p> <p>5.04 Compose multiple paragraphs.</p> <p>5.05 Use visual and meaning-based strategies as primary sources for correct spelling.</p> <p>5.06 Proofread and correct most misspellings independently with reference to resources.</p> <p>5.07 Use established criteria to edit for language conventions and format.</p> <p>5.08 Demonstrate evidence of language cohesion.</p> <p>5.09 Create readable documents through legible handwriting and/or word processing.</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • The Wish Tree 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy, What is It...? 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • My Life 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • Pen Pals 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Student Reporters 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • Bumper Stickers 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • Spokespeople for Kids Voting 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • Building a Story 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09 • Email, Snail Mail 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08, 5.09