

# Kids Voting Correlates to the North Carolina Standard Course of Study

## FIFTH GRADE LANGUAGE ARTS

NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 3-5
<p><b>Goal 1: The learner will apply enabling strategies/skills to read and write.</b></p>	<p><b>1.03</b> Increase reading and writing vocabulary through:</p> <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> <p><b>1.05</b> Read independently daily from self-selected materials (consistent with the student's independent reading level) to:</p> <ul style="list-style-type: none"> <li>• increase fluency</li> <li>• build background knowledge</li> <li>• expand and refine vocabulary</li> </ul>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Where Did You Hear That? <b>1.05</b></li> <li>• Two Ballots <b>1.03</b></li> <li>• Promises to Keep <b>1.03</b></li> </ul> <p><b><i>Democracy and the People</i></b></p> <ul style="list-style-type: none"> <li>• In Their Words <b>1.03</b></li> <li>• My Life <b>1.03</b></li> </ul> <p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Vote Quotes <b>1.03</b></li> </ul> <p><b><i>Active Citizenship</i></b></p> <ul style="list-style-type: none"> <li>• Using the World Wide Web <b>1.03</b></li> <li>• Judging Propaganda <b>1.03</b></li> </ul>
<p><b>Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b></p>	<p><b>2.01</b> 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).</p> <p><b>2.02</b> Interact with the text before, during, and after reading, listening, and viewing by:</p> <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> </ul>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Where Did You Hear That? <b>2.03, 2.05, 2.07, 2.09</b></li> <li>• Watching the Returns <b>2.09</b></li> <li>• Promises to Keep <b>2.02, 2.07, 2.09</b></li> </ul> <p><b><i>Democracy and the People</i></b></p> <ul style="list-style-type: none"> <li>• Democracy: What is It...? <b>2.05, 2.07, 2.09</b></li> <li>• Our Homes, Our Town, Our Country <b>2.05, 2.07</b></li> <li>• In Their Words <b>2.05, 2.06, 2.07, 2.09</b></li> <li>• Our Town Role Play <b>2.07, 2.09</b></li> <li>• Pledge Anew <b>2.02, 2.05, 2.07, 2.08</b></li> <li>• Democracy: Who? What? Where? <b>2.02, 2.05</b></li> </ul> <p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Suffrage Timeline <b>2.05, 2.06</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• seeking additional information</li> <li>• making connection with previous experiences, information, and ideas</li> </ul> <p><b>2.03</b> Read a variety of texts</p> <p><b>2.04</b> Identify elements of fiction and nonfiction and support by referencing the text</p> <p><b>2.05</b> Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).</p> <p><b>2.06</b> Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).</p> <p><b>2.07</b> Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.</p> <p><b>2.08</b> Explain and evaluate relationships.</p> <p><b>2.09</b> Listen actively and critically.</p> <p><b>2.10</b> Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.</p>	<ul style="list-style-type: none"> <li>• Vote Quotes <b>2.02, 2.05, 2.06</b></li> <li>• Literature Connection: <u>The Day Gogo Went to Vote</u> <b>2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10</b></li> </ul> <p><b>Active Citizenship</b></p> <ul style="list-style-type: none"> <li>• Using the World Wide Web <b>2.01</b></li> <li>• Judging Propaganda <b>2.02, 2.05, 2.06, 2.07</b></li> <li>• Student Reporters <b>2.02, 2.03, 2.04, 2.07</b></li> <li>• Debates for Classroom Decisions <b>2.08</b></li> <li>• Dollars and Sense <b>2.05</b></li> </ul>
<p><b>Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.</b></p>	<p><b>3.01</b> Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.</p> <p><b>3.02</b> Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.</p>	<p><b>Elections and Voting</b></p> <ul style="list-style-type: none"> <li>• Voter Apathy Experience <b>3.02, 3.03</b></li> <li>• Where Did You Hear That? <b>3.01, 3.02, 3.04, 3.05, 3.06</b></li> <li>• Watching the Returns <b>3.04, 3.05</b></li> <li>• Promises to Keep <b>3.01, 3.02, 3.03, 3.05</b></li> </ul> <p><b>Democracy and the People</b></p> <ul style="list-style-type: none"> <li>• Democracy: What is It...? <b>3.02, 3.06</b></li> </ul>

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	<p><b>3.03</b> Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).</p> <p><b>3.04</b> Make informed judgments about television, radio, video/ film productions, other electronic mediums and/or print formats.</p> <p><b>3.05</b> Integrate main idea and supporting details from multiple sources to expand understanding of texts.</p> <p><b>3.06</b> 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).</p> <p><b>3.07</b> Make informed judgments.</p>	<ul style="list-style-type: none"> <li>• Our Homes, Our Town, Our Country <b>3.02, 3.03, 3.05</b></li> <li>• In Their Words <b>3.03</b></li> <li>• My Life <b>3.06, 3.07</b></li> <li>• Our Town Role Play <b>3.02, 3.03</b></li> <li>• Pledge Anew <b>3.01, 3.02, 3.03</b></li> <li>• Freedom Connection <b>3.02, 3.05, 3.06, 3.07</b></li> <li>• Democracy: Who? What? Where? <b>3.02</b></li> </ul> <p><b><i>The Right to Vote</i></b></p> <ul style="list-style-type: none"> <li>• Vote Quotes <b>3.03, 3.05</b></li> </ul> <p><b><i>Active Citizenship</i></b></p> <ul style="list-style-type: none"> <li>• Using the World Wide Web <b>3.04, 3.05</b></li> <li>• Judging Propaganda <b>3.03, 3.04, 3.05</b></li> <li>• Student Reporters <b>3.01</b></li> <li>• Bumper Stickers <b>3.02, 3.03, 3.05</b></li> <li>• Debates for Classroom Decisions <b>3.03, 3.06</b></li> <li>• Things to Do on my First Day in Office <b>3.02, 3.03, 3.06</b></li> <li>• Email, Snail Mail <b>3.06</b></li> <li>• Dollars and Sense <b>3.06</b></li> </ul>
<p><b>Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.</b></p>	<p><b>4.01</b> Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</p> <p><b>4.02</b> Use oral and written language.</p> <p><b>4.03</b> Make oral and written presentations to inform or persuade selecting vocabulary for impact.</p> <p><b>4.04</b> Select a self-evaluated composition for publication and justify rationale for selection.</p> <p><b>4.05</b> Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.</p>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• Where Did You Hear That? <b>4.02, 4.03, 4.07</b></li> <li>• The Wish Tree <b>4.06, 4.08</b></li> </ul> <p><b><i>Democracy and the People</i></b></p> <ul style="list-style-type: none"> <li>• In Their Words <b>4.02, 4.05, 4.07</b></li> <li>• My Life <b>4.02, 4.03, 4.09</b></li> <li>• Our Town Role Play <b>4.02, 4.03, 4.05, 4.08</b></li> <li>• Freedom Connection <b>4.01, 4.04</b></li> </ul> <p><b><i>Active Citizenship</i></b></p> <ul style="list-style-type: none"> <li>• Student Reporters <b>4.01, 4.02, 4.03, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09</b></li> <li>• Bumper Stickers <b>4.03, 4.05, 4.06, 4.08</b></li> <li>• Spokespeople for Kids Voting <b>4.02, 4.03, 4.05</b></li> <li>• Debates for Classroom Decisions <b>4.02, 4.03</b></li> <li>• Building a Story <b>4.02, 4.04, 4.05, 4.06, 4.07, 4.08, 4.09, 4.10</b></li> </ul>

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	<p><b>4.06</b> Use an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.</p> <p><b>4.07</b> Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topics and formats (e.g., poetry, research reports, news articles, letters-to-the- editor, business letters).</p> <p><b>4.08</b> Focus revision on target elements.</p> <p><b>4.09</b> Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).</p> <p><b>4.10</b> Use technology as a tool to enhance and/or publish a product.</p>	<ul style="list-style-type: none"> <li>• Things to Do on my First Day in Office <b>4.02, 4.03</b></li> <li>• Email, Snail Mail <b>4.02, 4.04, 4.05, 4.06, 4.08, 4.09, 4.10</b></li> <li>• Dollars and Sense <b>4.02</b></li> </ul>
<p><b>Goal 5: The learner will apply grammar and language conventions to communicate effectively.</b></p>	<p><b>5.01</b> 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).</p> <p><b>5.02</b> Demonstrate understanding in speaking and writing.</p> <p><b>5.03</b> Elaborate information and ideas in speaking and writing.</p> <p><b>5.04</b> Determine the impact of word choice on written and spoken language.</p> <p><b>5.05</b> Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.</p> <p><b>5.06</b> Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.</p>	<p><b><i>Elections and Voting</i></b></p> <ul style="list-style-type: none"> <li>• The Wish Tree <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> </ul> <p><b><i>Democracy and the People</i></b></p> <ul style="list-style-type: none"> <li>• Democracy, What is It...? <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> <li>• My Life <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> <li>• Pen Pals <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> </ul> <p><b><i>Active Citizenship</i></b></p> <ul style="list-style-type: none"> <li>• Student Reporters <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> <li>• Bumper Stickers <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> <li>• Building a Story <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> <li>• Email, Snail Mail <b>5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08</b></li> </ul>

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	<p><b>5.07</b> Edit final product for grammar, language conventions, and format.</p> <p><b>5.08</b> Create readable documents through legible handwriting (cursive) and word processing.</p>	