

Kids Voting Correlates to the North Carolina Standard Course of Study

THIRD 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 & write.</p>	<p>1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.</p> <p>1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:</p> <ul style="list-style-type: none"> • Wide reading • Word study • Listening • Discussion • Book talks • Book clubs • Seminars • Viewing • Role play • Studying 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 knowledge • Extend vocabulary 	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 1.04, 1.06 • Two Ballots 1.04 • The Name Game 1.04 • Promises to Keep 1.06 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • In Their Words 1.04 • The President’s Hats 1.03, 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 1.04
<p>Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard and viewed.</p>	<p>2.02 Interact with the text before, during, and after reading, listening, or viewing.</p> <p>2.03 Read a variety of texts.</p> <p>2.04 Identify and interpret elements of</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Where Did You Hear That? 2.02, 2.03, 2.05, 2.06, 2.07 • Two Ballots 2.05 • Promises to Keep 2.03, 2.05, 2.06, 2.07

	<p>fiction and nonfiction and support by referencing the text to determine the (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’s use of figurative language).</p> <p>2.05 Draw conclusions, make generalizations, and gather support by referencing the text.</p> <p>2.06 Summarize main idea(s) from written or spoken texts using succinct language.</p> <p>2.07 Explain choice of reading materials congruent with purposes.</p> <p>2.08 Listen actively.</p>	<p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Our Homes, Our Town, Our Country 2.05 • In Their Words 2.05, 2.06, 2.08 • Our Town Role Play 2.05, 2.07, 2.08 • Pledge Anew 2.02, 2.03, 2.06 • Democracy: Who? What? Where? 2.05, 2.07 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Vote Quotes 2.03, 2.05, 2.06 • Literature Connection: <u>The Day Gogo Went to Vote</u> 2.02, 2.03, 2.04, 2.05 <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 & technology.</p>	<p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes.</p> <p>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.</p> <p>3.03 Use text and own experiences to verify facts, concepts, and ideas.</p> <p>3.04 Make informed judgments about television productions.</p> <p>3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).</p> <p>3.06 Conduct research for assigned and</p>	<p><i>Elections and Voting</i></p> <ul style="list-style-type: none"> • Voter Apathy Experience 3.02, 3.03 • Where Did You Hear That? 3.01, 3.02, 3.04, 3.05, 3.06 • Two Ballots 3.03, 3.05 • Watching the Returns 3.04, 3.05 • Promises to Keep 3.01, 3.02, 3.03, 3.05 <p><i>Democracy and the People</i></p> <ul style="list-style-type: none"> • Democracy: What is it...? 3.02, 3.06 • Our Homes, Our Town, Our Country 3.02, 3.03, 3.05 • In Their Words 3.03 • Our Town Role Play 3.02, 3.03 • Pledge Anew 3.01, 3.02, 3.03 • Democracy: Who? What? Where? 3.02 <p><i>The Right to Vote</i></p> <ul style="list-style-type: none"> • Vote Quotes 3.05, 3.03 • Literature Connection: <u>The Day Gogo Went to Vote</u> 3.01, 3.02, 3.03, 3.05

	<p>self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>Active Citizenship</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
<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.</p> <p>4.02 Use oral and written language to:</p> <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 <p>4.03 Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).</p> <p>4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p>4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.</p> <p>4.06 Compose a draft that conveys major ideas and maintains focus on the</p>	<p>Elections and Voting</p> <ul style="list-style-type: none"> • Where Did You Hear That? 4.02, 4.03, 4.07 • The Wish Tree 4.06, 4.08 <p>Democracy and the People</p> <ul style="list-style-type: none"> • My Life 4.02, 4.03, 4.09 • Our Town Role Play 4.02, 4.03, 4.05, 4.08 <p>Active Citizenship</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 4.02, 4.04, 4.05, 4.06, 4.07, 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

	<p>topic by using preliminary plans.</p> <p>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).</p> <p>4.08 Focus reflection and revision (with assistance) on target elements.</p> <p>4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p> <p>4.10 Explore technology as a tool to create a written product.</p>	
<p>Goal 5: The learner will apply grammar and language conventions to communicate effectively.</p>	<p>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)</p> <p>5.02 Use correct subject/verb agreement</p> <p>5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking</p> <p>5.04 Compose two or more paragraphs with:</p> <ul style="list-style-type: none"> • Topic sentences • Supporting details • Appropriate, logical sequence • Sufficient elaboration 	<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 • The Wish Tree 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 <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 • My Life 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 • Pen Pals 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 <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 • Bumper Stickers 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 • Spokespeople for Kids Voting 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 • Building a Story 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 • Email, Snail Mail 5.01, 5.02, 5.03,

	<p>5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).</p> <p>5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p> <p>5.07 Edit (with assistance) to use conventions of written language and format.</p> <p>5.08 Create readable documents with legible handwriting (manuscript and cursive).</p>	<p>5.04, 5.05, 5.06, 5.07, 5.08</p>
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