

SUMMER SUCCESS: READING

correlated to

North Carolina

English Language Arts

Standard Course of Study and

Grade Level Competencies

Grades K-8



EDUCATION GROUP



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correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Kindergarten

COMPETENCY GOAL 1

The learner will develop and apply enabling strategies and skills to read and write.

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
1.01 Develop book and print awareness: <ul style="list-style-type: none"> • identify the parts of books and function of each part. 	Teacher's Edition: 6, 10, 26, 27, 28, 48, 49, 54, 74, 120
<ul style="list-style-type: none"> • demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. 	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 13, 14, 17, 20, 21, 27, 28, 31, 32, 35, 36, 39, 40, 43, 49, 50, 53, 54, 57, 58, 61, 65, 71, 72, 80, 83, 87, 93, 94, 101, 102, 105, 115, 116, 118, 120, 124, 128, 131
<ul style="list-style-type: none"> • demonstrate an understanding of letters, words, sentence and story. 	Teacher's Edition: ix, 4, 5, 6, 8, 9, 10, 11, 12, 16, 17, 20, 23, 27, 28, 31, 32, 33, 37, 40, 45, 50, 55, 57, 65, 73, 74, 75, 78, 95, 101, 102, 128
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. 	Teacher's Edition: ix, 6, 7, 8, 9, 10, 11, 12, 19, 26, 28, 29, 32, 33, 37, 50, 51, 55, 58, 59, 65, 73, 75, 78, 80, 95, 119, 124, 128
<ul style="list-style-type: none"> • demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. 	Teacher's Edition: ix, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 22, 23, 26, 28, 29, 31, 33, 45, 51, 55, 58, 59, 65, 73, 75, 78, 80, 95, 119, 124, 128
<ul style="list-style-type: none"> • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). 	Teacher's Edition: 6, 7, 9, 10, 11, 12, 15, 17, 19, 23, 26, 27, 29, 31, 33, 41, 45, 51, 53, 55, 59, 75, 78, 80, 85, 103, 105, 115, 117, 124, 125

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
<p>1.03 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> recognize and name upper and lower case letters of the alphabet. 	Teacher's Edition: 7, 11, 29, 33, 55, 71, 77, 95, 99, 121
<ul style="list-style-type: none"> recognize some words by sight including a few common words, own name and environmental print such as signs, labels, and trademarks. 	Teacher's Edition: x, 21, 43, 84, 87, 99, 109, 121
<ul style="list-style-type: none"> recognize most beginning consonant letter-sound associations in one-syllable words. 	Teacher's Edition: 11, 19, 31, 33, 51, 59, 85, 103, 105, 117
<p>1.04 Read or begin to read:</p> <ul style="list-style-type: none"> read or attempt to read own dictated story. 	Teacher's Edition: 66, 79, 101, 102, 114, 123
<ul style="list-style-type: none"> attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. 	Teacher's Edition: 6, 10, 14, 18, 19, 20, 22, 23, 28, 31, 32, 36, 40, 42, 50, 51, 53, 54, 55, 58, 62, 64, 66, 71, 72, 73, 75, 76, 79, 80, 81, 84, 94, 101, 102, 106, 108, 109, 120, 130, 131
<p>1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the students' independent reading level.</p>	Teacher's Edition: 10, 14, 18, 20, 28, 32, 36, 40, 41, 44, 50, 54, 58, 66, 72, 76, 80, 84, 86, 88, 94, 98, 102, 106, 108, 116, 120, 124, 128, 132

COMPETENCY GOAL 2

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

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
<p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details, and setting).</p>	Teacher's Edition: xvii, 12, 16, 34, 35, 38, 79, 82, 101, 122
<p>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).</p>	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 74, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<p>2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p>	Teacher's Edition: 4, 6, 10, 39, 48, 54, 58, 60, 67, 70, 71, 76, 84, 89, 92, 93, 98, 106, 115, 120, 126

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
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).	Teacher’s Edition: xvi, 4, 10, 26, 39, 54, 60, 70, 127
2.05 Predict possible events in text before and after reading.	Teacher’s Edition: xiii, 10, 26, 27, 70, 71, 92, 93, 114, 118, 120
2.06 Understand and follow oral-graphic directions.	Teacher’s Edition: 23, 31, 39, 41, 81, 87, 109, 133
2.07 Demonstrate understanding of literary language; e.g., “once upon a time” and other vocabulary specific to a genre.	Teacher’s Edition: 26, 49
2.08 Distinguish fantasy from reality when reading text.	Teacher’s Edition: 4, 6, 8, 12, 26, 39, 70, 74
2.09 Identify the sequence of events in a story.	Teacher’s Edition: 10, 12, 16, 34, 38, 78, 82, 100, 104

COMPETENCY GOAL 3

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

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
3.01 Connect information and events in text to experience.	Teacher’s Edition: xi, xii, 4, 5, 26, 29, 32, 39, 48, 52, 58, 72, 74, 80, 93, 114, 118, 123, 124, 126
3.02 Discuss concepts and information in a text to clarify and extend knowledge.	Teacher’s Edition: 5, 7, 17, 21, 26, 29, 32, 34, 38, 49, 52, 54, 74, 76, 82, 104, 115, 118, 131
3.03 Associate target words with prior knowledge and explore an author’s choice of words.	Teacher’s Edition: 7, 13, 29, 51, 52, 58, 73, 95, 117
3.04 Use speaking and listening skills and media to connect experiences and text:	Teacher’s Edition: 4, 5, 8, 12, 13, 16, 17, 21, 22, 27, 29, 30, 31, 32, 35, 42, 48, 49, 50, 52, 53, 56, 57, 58, 61, 64, 66, 71, 74, 75, 76, 80, 83, 84, 86, 87, 88, 93, 97, 98, 106, 108, 109, 110, 115, 118, 122
<ul style="list-style-type: none"> • listening to and re-visiting stories. 	
<ul style="list-style-type: none"> • discussing, illustrating, and dramatizing stories. 	Teacher’s Edition: 4, 6, 7, 8, 10, 11, 13, 17, 21, 26, 27, 28, 29, 30, 32, 36, 39, 40, 49, 50, 52, 54, 56, 58, 72, 74, 76, 80, 84, 94, 95, 96, 97, 98, 106, 114, 116, 122, 124, 131

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
<ul style="list-style-type: none"> discovering relationships. 	Teacher's Edition: 6, 7, 9, 19, 29, 51, 73, 95, 107, 117

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
4.01 Use new vocabulary in own speech and writing.	Teacher's Edition: 13, 21, 23, 35, 50, 57, 58, 61, 62, 77, 79, 80, 83, 84, 89, 94, 96, 97, 98, 101, 106, 110, 111, 116, 128, 132
4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).	Teacher's Edition: xvii, 12, 16, 34, 35, 38, 41, 50, 55, 57, 78, 82, 100, 104, 118
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.	Teacher's Edition: xvii, 12, 16, 34, 35, 38, 41, 50, 55, 57, 78, 82, 100, 104, 118
4.04 Maintain conversation and discussions: <ul style="list-style-type: none"> attending to oral presentations 	Teacher's Edition: 5, 28, 42, 104
<ul style="list-style-type: none"> taking turns expressing ideas and asking questions. 	Teacher's Edition: 11, 21, 28, 29, 60, 81, 95, 107, 116, 118, 125, 129, 133
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!). <ul style="list-style-type: none"> write from left to right and from top to bottom. 	Teacher's Edition: 15, 35, 60, 61, 62, 99, 102, 116
<ul style="list-style-type: none"> write most letters and some words when dictated. 	Teacher's Edition: 15, 79, 99, 100
4.06 Write and/or participate in writing behaviors by using author's models of language.	Teacher's Edition: 13, 35, 57, 79, 94, 99, 116, 123

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Kindergarten	Summer Success: Reading, Kindergarten
5.01 Develop spelling strategies and skills by: <ul style="list-style-type: none">representing spoken language with temporary and/or conventional spelling.	Teacher's Edition: 35, 79, 100, 115, 123
<ul style="list-style-type: none">writing most letters of the alphabet.	Teacher's Edition: 6, 10, 14, 15, 18, 21, 22, 23, 28, 32, 36, 40, 44, 50, 54, 58, 61, 62, 66, 72, 76, 79, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none">analyzing sounds in a words and writing dominant consonant letters.	Teacher's Edition: 29, 35, 53, 55, 59, 75, 95, 121, 123
5.02 Use capital letters to write the word I and the first letter in own name.	Teacher's Edition: 79
5.03 Use legible manuscript handwriting.	Teacher's Edition: 23, 45, 67, 89, 99, 111, 133

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Standard Course of Study and Grade Level Competencies
Grade 1

COMPETENCY GOAL 1

The learner will develop and apply enabling strategies and skills to read and write.

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: <ul style="list-style-type: none"> • count syllables in a word. 	Teacher's Edition: xxv, xxvii, xxxv, 105, 107, 119, 129
<ul style="list-style-type: none"> • blend the phonemes of one-syllable words. 	Teacher's Edition: ix, 11, 13, 15, 33, 37, 55, 59, 77, 81, 99, 103, 121, 125
<ul style="list-style-type: none"> • segment the phonemes of one-syllable words. 	Teacher's Edition: 11, 15, 63, 81, 103, 125
<ul style="list-style-type: none"> • change the beginning, middle, and ending sounds to produce new words. 	Teacher's Edition: 19, 59, 85
<ul style="list-style-type: none"> • create and state a series of rhyming words that may include consonant blends (e.g., <i>flag</i>, <i>brag</i>). 	Teacher's Edition: 9, 31, 41, 59, 71, 88, 93, 116
1.02 Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. 	Teacher's Edition: 10, 14, 15, 18, 28, 32, 36, 40, 54, 58, 61, 62, 72, 76, 80, 84, 94, 98, 102, 103, 106, 116, 120, 124, 128
<ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. 	Teacher's Edition: 18, 50, 63, 85, 103

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
<ul style="list-style-type: none"> recognize many high frequency and/or common irregularly spelled words in text (e.g., <i>have said, where, two</i>). 	Teacher's Edition: 13, 53, 97, 117, 123, 125
<ul style="list-style-type: none"> read compound words and contractions. 	Teacher's Edition: 6, 51, 73
<ul style="list-style-type: none"> read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). 	Teacher's Edition: 29, 37
<ul style="list-style-type: none"> read appropriate word families. 	Teacher's Edition: 37, 67
1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.	Teacher's Edition: 18, 50, 58, 66, 71, 81
1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).	Teacher's Edition: 10, 31, 50, 58, 66, 71, 72, 94
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 students' independent reading level.	Teacher's Edition: xxv, xxvi, 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128

COMPETENCY GOAL 2

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

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.	Teacher's Edition: 14, 16, 18, 19, 20, 28, 32, 36, 40, 42, 53, 55, 57, 58, 60, 64, 72, 76, 82, 85, 86, 87, 94, 98, 102, 107, 116, 123, 124, 127, 128, 130, 132
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).	Teacher's Edition: viii, xxi, 6, 8, 10, 14, 17, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 114, 116, 120, 124, 128, 132
2.03 Read and comprehend both narrative and expository text appropriate for grade one using: <ul style="list-style-type: none"> prior knowledge. 	Teacher's Edition: 6, 10, 45, 63, 73, 74, 75, 92, 93, 104, 106

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
<ul style="list-style-type: none"> summary. 	Teacher's Edition: xvii, 12, 16, 35, 38, 56, 101, 122
<ul style="list-style-type: none"> questions. 	Teacher's Edition: 4, 6, 8, 10, 20, 22, 26, 28, 30, 32, 43, 44, 53, 58, 70, 92, 96, 97, 100, 104, 107, 114, 124
<ul style="list-style-type: none"> graphic organizers. 	Teacher's Edition: 35, 43, 44, 51, 73, 76, 84, 93, 94, 95, 98, 102, 109, 116, 117, 131
2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.	Teacher's Edition: 4, 5, 14, 26, 27, 28, 32, 36, 40, 43, 45, 48, 49, 50, 62, 67, 76, 89, 92, 93, 94, 98, 104, 106, 111, 114, 120, 128
2.05 Predict and explain what will happen next in stories.	Teacher's Edition: xiii, 26, 37, 43, 49, 58, 70, 98, 104, 114
2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).	Teacher's Edition: xi, xiv, xvi, xvii, 12, 16, 26, 35, 37, 38, 41, 43, 48, 56, 58, 70, 71, 72, 76, 96, 101, 106, 122
2.07 Respond and elaborate in answering <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions.	Teacher's Edition: 17, 22, 28, 29, 35, 38, 40, 51, 52, 54, 65, 72, 74, 80, 94, 95
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.	Teacher's Edition: 17, 30, 35, 40, 50, 65, 74
2.09 Read and understand simple written instructions.	Teacher's Edition: 43, 44, 66, 71, 80, 93, 94, 116

COMPETENCY GOAL 3

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

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
3.01 Elaborate on how information and events connect to life experiences.	Teacher's Edition: xii, 4, 21, 32, 44, 62, 63, 73, 74, 75, 93, 116, 118
3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.	Teacher's Edition: 14, 19, 23, 45, 60, 62, 67, 88, 89, 105, 111
3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.	Teacher's Edition: 6, 14, 20, 36, 66, 71

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
3.04 Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> • publishing non-print texts 	Teacher's Edition: 31, 50, 97
<ul style="list-style-type: none"> • discussing interpretations. 	Teacher's Edition: 20, 30, 40, 70, 80, 84, 100, 102, 104, 107
<ul style="list-style-type: none"> • recording personal responses. 	Teacher's Edition: 22, 28, 32, 40, 50, 53, 62, 120
3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.	Teacher's Edition: 9, 31, 48, 52, 79, 92, 100
3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.	Teacher's Edition: 14, 22, 58, 65, 70, 97
3.07 Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> • kinds of sentences. 	Teacher's Edition: 14, 22, 58, 65, 70, 97
<ul style="list-style-type: none"> • capitalization of first word in a sentence and proper names. 	Teacher's Edition: 35, 76, 97
<ul style="list-style-type: none"> • punctuation to end a declarative and interrogative sentence. 	Teacher's Edition: 14, 22, 36, 65, 97

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
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).	Teacher's Edition: xvii, 12, 16, 23, 26, 29, 31, 32, 40, 45, 56, 58, 67, 88, 89, 96, 101, 105, 107, 111, 125, 126
4.02 Use words that describe, name characters and settings (who, where) and tell action and events (what happened, what did ___ do) in simple texts.	Teacher's Edition: xv, xvi, 12, 17, 26, 30, 35, 38, 43, 44, 56, 58, 60, 62, 92, 101, 106, 122, 126
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).	Teacher's Edition: xv, 12, 17, 26, 28, 35, 36, 38, 40, 44, 48, 49, 50, 51, 54, 56, 58, 60, 62, 72, 74, 76, 79, 80, 87, 92, 93, 94, 97, 98, 100, 101, 102, 104, 106, 108, 114, 115, 120, 122, 126
4.04 Extend skills in using oral and written language: <ul style="list-style-type: none"> • clarifying purposes for engaging in communication. 	Teacher's Edition: 10, 14, 39, 58, 114
<ul style="list-style-type: none"> • using clear and precise language to paraphrase messages. 	Teacher's Edition: xvi, 12, 16, 35, 38, 56, 96, 101, 122
<ul style="list-style-type: none"> • engaging in more extended oral discussions 	Teacher's Edition: 4-23, 26-45, 48-67, 70-89, 92-111, 114-133
<ul style="list-style-type: none"> • producing written products. 	Teacher's Edition: 10, 17, 31, 32, 36, 39, 40, 50, 51, 62, 76, 80, 84, 93, 94, 97, 106, 115, 124
<ul style="list-style-type: none"> • completing graphic organizers. 	Teacher's Edition: 7, 29, 35, 51, 70, 73, 76, 84, 93, 95, 96, 98, 102, 109, 117
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).	Teacher's Edition: 9, 17, 40, 93, 119
4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.	Teacher's Edition: 10, 14, 17, 39, 56, 58, 62, 96, 110, 115, 116, 128

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Grade 1	Summer Success: Reading, Grade 1
5.01 Use phonic knowledge and basic patterns (e.g., <i>an, ee, ake</i>) to spell correctly three- and four-letter words.	Teacher's Edition: 18, 31, 11, 13, 33, 55, 59, 77, 81, 99, 121
5.02 Apply phonics to write independently, using temporary and/or conventional spelling.	Teacher's Edition: 10, 14, 17, 39, 56, 58, 62, 96, 110, 115, 116, 128
5.04 Use complete sentences to write simple texts.	Teacher's Edition: 17, 39, 56, 62, 65, 115, 128
5.05 Use basic capitalization and punctuation:	Teacher's Edition: 35, 97, 115
<ul style="list-style-type: none"> • first word in a sentence. 	
<ul style="list-style-type: none"> • proper names. 	Teacher's Edition: 7, 12, 35
<ul style="list-style-type: none"> • period to end declarative sentence. 	Teacher's Edition: 14, 22, 36, 65, 97, 115
<ul style="list-style-type: none"> • question mark to end interrogative sentence. 	Teacher's Edition: 14, 22, 36, 65, 97, 115
5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).	Teacher's Edition: 79



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Grade 2

COMPETENCY GOAL 1

The learner will develop and apply enabling strategies and skills to read and write.

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
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.	Teacher's Edition: 15, 16, 29, 37, 73, 81, 85, 103
1.02 Read most high frequency and many irregularly spelled words accurately in text.	Teacher's Edition: 104
1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.	Teacher's Edition: 11, 15, 16, 33, 55, 77, 85, 99, 103, 121
1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.	Teacher's Edition: 6, 10, 14, 15, 16, 18, 22, 28, 32, 35, 36, 40, 44, 50, 53, 54, 58, 62, 66, 72, 76, 77, 80, 81, 84, 88, 94, 98, 102, 105, 106, 110, 116, 120, 124, 125, 128, 132

COMPETENCY GOAL 2

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

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: <ul style="list-style-type: none"> • determining purpose (reader's and author's). 	Teacher's Edition: 9, 94, 114
<ul style="list-style-type: none"> • making predictions. 	Teacher's Edition: xiii, 9, 17, 18, 26, 31, 42, 56, 61, 64, 83, 92, 114, 127

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
<ul style="list-style-type: none"> asking questions. 	Teacher's Edition: xvi, 12, 26, 27, 52, 93, 101, 105, 115, 123
<ul style="list-style-type: none"> locating information for specific reasons/purposes. 	Teacher's Edition: 106, 117
<ul style="list-style-type: none"> recognizing and apply text structure. 	Teacher's Edition: 9, 13, 39, 43, 105, 109
<ul style="list-style-type: none"> comprehending and examine author's decisions and word choice. 	Teacher's Edition: 12, 21, 34, 44, 48, 57, 71, 118
<ul style="list-style-type: none"> determining fact and opinion. 	Teacher's Edition: 79
<ul style="list-style-type: none"> recognizing and comprehend figurative language. 	Teacher's Edition: 97
<ul style="list-style-type: none"> making inferences and draw conclusions. 	Teacher's Edition: 31, 48, 59
2.02 Use text for a variety of functions, including literary, informational, and practical.	Teacher's Edition: 5, 6, 110, 117
2.03 Read expository materials for answers to specific questions.	Teacher's Edition: 32, 79, 117, 123
2.04 Pose possible <i>how</i> , <i>why</i> , and <i>what if</i> questions to understand and/or interpret text.	Teacher's Edition: xvi, 26, 31, 62, 101, 115, 123
2.05 Self-monitor own difficulties in comprehending independently using several strategies.	Teacher's Edition: xiv, 10, 26, 28, 72, 124
2.06 Recall main idea, facts and details from a text.	Teacher's Edition: xvii, 8, 10, 16, 30, 53, 57, 60, 78, 100, 122
2.07 Discuss similarities and differences in events and characters across stories.	Teacher's Edition: 39, 40, 74, 75
2.08 Interpret information from diagrams, charts, and maps.	Teacher's Edition: 17, 39, 40, 49, 57, 61, 71, 75, 79, 95, 102, 105, 123

COMPETENCY GOAL 3

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

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
3.01 Use personal experiences and knowledge to interpret written and oral messages.	Teacher's Edition: xii, 4, 5, 8, 17, 20, 21, 31, 44, 48, 52, 61, 70, 74, 75, 79, 82, 86, 94, 96, 105, 132
3.02 Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge.	Teacher's Edition: xii, 4, 8, 17, 20, 21, 52, 70, 74, 82, 86, 96
3.03 Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features).	Teacher's Edition: 8, 13, 16, 20, 30, 31, 39, 40, 48, 49, 60, 78, 79, 84, 86, 87, 94, 102, 111, 115, 130
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).	Teacher's Edition: 7, 8, 13, 23, 31, 37, 45, 48, 51, 53, 67, 73, 84, 89, 94, 95, 109, 110, 111, 115, 117, 123, 130, 133
3.05 Locate and discuss examples of an author's use of: <ul style="list-style-type: none"> • kinds of sentences (declarative, interrogative, exclamatory). 	Teacher's Edition: 119
<ul style="list-style-type: none"> • punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations). 	Teacher's Edition: 40, 62, 119
<ul style="list-style-type: none"> • genre(s) and specific word choice(s). 	Teacher's Edition: 9, 13, 39, 43, 48, 60, 65, 71, 75, 79, 94, 109, 118, 132
3.06 Discuss the effect of an author's choices for nouns, verbs, modifiers, and specific vocabulary which help the reader comprehend a narrative or expository text.	Teacher's Edition: 48, 71, 118

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.	Teacher's Edition: 18, 48, 76, 115
4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.	Teacher's Edition: 51, 73
4.03 Read aloud with fluency and expression any text appropriate for early independent readers.	Teacher's Edition: 10, 14, 18, 20, 21, 32, 34, 36, 40, 42, 54, 58, 62, 64, 76, 80, 82, 84, 86, 94, 98, 102, 106, 108, 120, 124, 128
4.04 Use oral communication to identify, organize, and analyze information.	Teacher's Edition: 8, 20, 21, 28, 30, 32, 39, 44, 48, 53, 84, 86, 97, 119, 130, 131, 132
4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.	Teacher's Edition: 40, 48, 76, 84, 86, 87, 97, 109, 115, 119, 130, 131, 132
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).	Teacher's Edition: 5, 18, 54, 56, 61, 62, 66, 76, 84, 87, 88, 98, 109, 115, 132
4.07 Compose first drafts using an appropriate writing process:	Teacher's Edition: 10, 18, 31, 61, 76, 83, 84, 87, 88, 115, 124
<ul style="list-style-type: none"> • planning and drafting. 	
<ul style="list-style-type: none"> • rereading for meaning. 	Teacher's Edition: 18, 61, 76, 84, 115, 124
<ul style="list-style-type: none"> • revising to clarify and refine writing with guided discussion. 	Teacher's Edition: 18, 61, 76, 84, 115, 124
4.08 Write structured, informative presentations and narratives when given help with organization.	Teacher's Edition: 10, 54, 61, 84, 98, 124

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Grade 2	Summer Success: Reading, Grade 2
5.01 Spell correctly using: <ul style="list-style-type: none"> • previously studied words. 	Teacher's Edition: 33, 37, 77, 125
<ul style="list-style-type: none"> • spelling patterns. 	Teacher's Edition: 125
<ul style="list-style-type: none"> • analysis of sounds to represent all the sounds in a word in one's own writing. 	Teacher's Edition: 55, 99, 125
5.02 Attend to spelling, mechanics, and format for final products in one's own writing.	Teacher's Edition: 10, 18, 54, 62, 76, 84, 98, 124
5.03 Use capitalization, punctuation, and paragraphs in own writing.	Teacher's Edition: 10, 18, 54, 62, 76, 84, 98, 124
5.06 Use correctly in written products: <ul style="list-style-type: none"> • letter formation, lines, and spaces to create readable documents. 	Teacher's Edition: 10, 18, 88
<ul style="list-style-type: none"> • plural forms of commonly used nouns. 	Teacher's Edition: 103



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correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 3

COMPETENCY GOAL 1

The learner will apply enabling strategies and skills to read and write.

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).	Teacher's Edition: 7, 37, 55, 59, 73, 77, 81, 85, 95, 99, 103, 106, 117, 121, 125
1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.	Teacher's Edition: 59, 73, 81, 85, 95
1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.	Teacher's Edition: 6, 10, 14, 17, 18, 22, 27, 28, 32, 35, 36, 40, 44, 48, 49, 54, 58, 62, 66, 71, 76, 80, 84, 88, 98, 102, 106, 110, 120, 124, 128, 132
1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:	Teacher's Edition: 6, 8, 9, 10, 12, 14, 16, 18, 22, 26, 27, 28, 30, 32, 35, 36, 38, 39, 40, 43, 44, 48, 49, 50, 52, 54, 56, 57, 58, 62, 66, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 92, 93, 94, 96, 98, 101, 102, 104, 105, 106, 108, 110, 114, 115, 116, 118, 120, 122, 121, 124, 127, 128, 132
<ul style="list-style-type: none"> • wide reading. 	Teacher's Edition: 7, 29, 36, 48, 51, 52, 73, 81, 82, 95, 105, 117, 125
<ul style="list-style-type: none"> • word study. 	Teacher's Edition: 7, 29, 36, 48, 51, 52, 73, 81, 82, 95, 105, 117, 125
<ul style="list-style-type: none"> • listening 	Teacher's Edition: 96, 100, 104, 108, 110, 126
<ul style="list-style-type: none"> • discussion. 	Teacher's Edition: 5, 7, 9, 20, 30, 34, 35, 36, 48, 50, 51, 73, 78, 82, 86, 92, 96, 104, 105, 108, 126
<ul style="list-style-type: none"> • book talks. 	Teacher's Edition: 16, 20, 22, 30, 34, 38, 56, 64, 74, 78, 82, 86, 96, 100, 104, 108, 126
<ul style="list-style-type: none"> • role play. 	Teacher's Edition: 18, 29, 94, 106

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
<ul style="list-style-type: none"> studying author's craft. 	Teacher's Edition: 4, 5, 27, 31, 82, 97, 122
1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.	Teacher's Edition: 9, 59, 70, 114
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. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> build background knowledge. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> extend vocabulary. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132

COMPETENCY GOAL 2

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

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).	Teacher's Edition: 5, 13, 16, 21, 30, 31, 32, 34, 35, 42, 44, 50, 74, 78, 79, 82, 96, 98, 100, 101, 102, 104, 109, 110, 118, 119, 131
2.02 Interact with the text before, during, and after reading, listening, or viewing by: <ul style="list-style-type: none"> setting a purpose. 	Teacher's Edition: 38
<ul style="list-style-type: none"> previewing the text. 	Teacher's Edition: 4, 5, 26, 48, 70, 71, 76, 92, 114, 120
<ul style="list-style-type: none"> making predictions. 	Teacher's Edition: xiii, 4, 8, 20, 38, 52, 61, 72, 78, 79, 80, 82, 83, 86, 116
<ul style="list-style-type: none"> asking questions. 	Teacher's Edition: xvi, 5, 6, 21, 26, 27, 34, 38, 50, 96, 104, 118
<ul style="list-style-type: none"> locating information for specific purposes. 	Teacher's Edition: 26, 27, 28, 44

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
<ul style="list-style-type: none"> making connections. 	Teacher's Edition: xii, 5, 12, 14, 32, 35, 39, 57, 61, 88, 92, 102, 124, 126
<ul style="list-style-type: none"> using story structure and text organization to comprehend. 	Teacher's Edition: 13, 28, 43, 50, 53
2.03 Read a variety of texts, including: <ul style="list-style-type: none"> fiction (short stories, novels, fantasies, fairy tales, fables). 	Teacher's Edition: 4, 8, 12, 16, 18, 26, 28, 30, 34, 38, 58, 62, 70, 72, 74, 78, 80, 82, 83, 86, 92, 94, 96, 98, 100, 101, 102, 104, 106, 108, 114, 116, 118, 122, 128
<ul style="list-style-type: none"> nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). 	Teacher's Edition: 10, 13, 32, 35, 48, 52, 56, 60, 64, 76, 120, 123, 124
<ul style="list-style-type: none"> poetry (proverbs, riddles, limericks, simple poems). 	Teacher's Edition: 5, 9, 27, 36, 39, 49, 71, 75, 84, 87, 93, 97, 105, 110, 115, 127
<ul style="list-style-type: none"> drama (skits, plays). 	Teacher's Edition: 58, 124, 125
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. 	Teacher's Edition: 56, 64
<ul style="list-style-type: none"> plot. 	Teacher's Edition: 28, 50, 102, 118
<ul style="list-style-type: none"> conflict. 	Teacher's Edition: 50
<ul style="list-style-type: none"> sequence. 	Teacher's Edition: 28, 50, 57, 96, 98, 101, 102, 118
<ul style="list-style-type: none"> resolution. 	Teacher's Edition: 50
<ul style="list-style-type: none"> lesson and/or message. 	Teacher's Edition: 56
<ul style="list-style-type: none"> main idea and supporting details. 	Teacher's Edition: 56, 60, 101
<ul style="list-style-type: none"> cause and effect. 	Teacher's Edition: xiv, 57
<ul style="list-style-type: none"> fact and opinion. 	Teacher's Edition: 43, 92, 102

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
<ul style="list-style-type: none"> point of view (author and character). 	Teacher's Edition: 102
<ul style="list-style-type: none"> author's use of figurative language (e.g., simile, metaphor, imagery). 	Teacher's Edition: 87, 102
2.05 Draw conclusions, make generalizations, and gather support by referencing the text.	Teacher's Edition: 26, 34, 56, 86
2.06 Summarize main idea(s) from written or spoken texts using succinct language.	Teacher's Edition: xvii, 56, 60, 74, 98, 100, 101

COMPETENCY GOAL 3

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

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
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. 	Teacher's Edition: 10, 21, 31, 43, 53, 58, 61, 106, 126
<ul style="list-style-type: none"> relating plot, setting, and characters to own experiences and ideas. 	Teacher's Edition: 12, 16, 50, 86, 92, 102, 108
<ul style="list-style-type: none"> considering main character's point of view. 	Teacher's Edition: 34
<ul style="list-style-type: none"> making inferences and drawing conclusions about characters and events. 	Teacher's Edition: 16, 34, 78, 82, 86, 92, 94, 100, 108
<ul style="list-style-type: none"> reflecting on learning, gaining new insights, and identifying areas for further study. 	Teacher's Edition: 22, 23, 34, 49, 56
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.	Teacher's Edition: 8, 12, 16, 43, 82, 86, 126
3.03 Use text and own experiences to verify facts, concepts, and ideas.	Teacher's Edition: 108

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.	Teacher's Edition: 10, 14, 17, 18, 22, 28, 32, 36, 40, 44, 54, 58, 62, 66, 76, 80, 84, 88, 98, 102, 106, 110, 120, 124, 128, 132
4.02 Use oral and written language to:	Teacher's Edition: 28, 34, 50, 74, 79, 98, 101
<ul style="list-style-type: none"> • present information in a sequenced, logical manner. 	
<ul style="list-style-type: none"> • discuss. 	Teacher's Edition: 5, 8, 13, 20, 22, 27, 30, 34, 35, 39, 56, 57, 74, 78, 82, 83, 86, 88, 92, 100, 104, 108, 116, 118, 126
<ul style="list-style-type: none"> • sustain conversation on a topic. 	Teacher's Edition: 20, 35, 39, 44, 49, 56, 64, 74, 78, 82, 86, 92, 93, 96, 100, 104, 108, 116, 126
<ul style="list-style-type: none"> • share information and ideas. 	Teacher's Edition: 8, 17, 22, 38, 39, 44, 49, 57, 60, 79, 86, 100, 104, 108, 126
<ul style="list-style-type: none"> • recount or narrate. 	Teacher's Edition: 13, 30, 32, 34, 42, 50, 60, 74, 82, 100
<ul style="list-style-type: none"> • answer open-ended questions. 	Teacher's Edition: 16, 20, 22, 27, 28, 34, 39, 44, 49, 56, 82, 86, 100, 104, 126
<ul style="list-style-type: none"> • explain own learning. 	Teacher's Edition: 22, 23, 34, 44, 45, 67, 83, 89, 94, 100, 102, 108, 126, 131, 133
4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).	Teacher's Edition: 20, 35, 39, 44, 49, 56, 64, 74, 78, 79, 86, 87, 88, 92, 96, 100, 101, 108, 115, 116, 126, 130, 131
4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).	Teacher's Edition: 18, 35, 57, 61, 76, 79, 82, 98, 102, 119, 120, 127
4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.	Teacher's Edition: 79, 115

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.	Teacher's Edition: 98, 102
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).	Teacher's Edition: 17, 35, 58, 61, 76, 79, 97, 102
4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).	Teacher's Edition: 9, 17, 31, 35, 54, 58, 61, 76, 79, 80, 83, 87, 97, 119, 120, 127

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Grade 3	Summer Success: Reading, Grade 3
5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).	Teacher's Edition: 9, 77



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Standard Course of Study and Grade Level Competencies
Grade 4

COMPETENCY GOAL 1

The learner will apply enabling strategies and skills to read and write.

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).	Teacher's Edition: 7, 14, 19, 22, 29, 40, 58, 66, 77, 80, 84, 107
1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.	Teacher's Edition: 59, 101
1.03 Identify key words and discover their meanings and relationships through a variety of strategies.	Teacher's Edition: 7, 11, 21, 23, 28, 29, 32, 33, 35, 39, 45, 51, 67, 73, 89, 95, 109, 133
1.04 Increase reading and writing vocabulary through:	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 14, 16, 17, 18, 20, 21, 26, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 43, 44, 48, 49, 50, 52, 53, 54, 56, 57, 58, 60, 62, 64, 65, 66, 70, 71, 72, 74, 76, 78, 80, 82, 83, 84, 86, 87, 88, 92, 93, 94, 96, 98, 100, 101, 102, 104, 105, 106, 108, 110, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 128, 130
<ul style="list-style-type: none"> • wide reading. 	
<ul style="list-style-type: none"> • word study. 	Teacher's Edition: ix-x, 7, 11, 15, 29, 33, 37, 41, 51, 55, 59, 63, 73, 77, 81, 95, 99, 103, 107, 111, 117, 121, 125
<ul style="list-style-type: none"> • knowledge of homophones, synonyms, antonyms, homonyms. 	Teacher's Edition: 15, 81
<ul style="list-style-type: none"> • writing process elements. 	Teacher's Edition: 9, 13, 53, 76, 79, 84, 87, 91, 92, 97, 123, 128
<ul style="list-style-type: none"> • writing as a tool for learning. 	Teacher's Edition: 9, 17, 57, 61, 76, 79, 96, 99, 116

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
<ul style="list-style-type: none"> discussions. 	Teacher's Edition: 4, 16, 20, 22, 36, 38, 42, 64, 86, 92, 100, 122, 123, 127, 130, 131
<ul style="list-style-type: none"> examining the author's craft. 	Teacher's Edition: 5, 31, 38, 49, 52, 93, 96
1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.	Teacher's Edition: 117, 129
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. 	Teacher's Edition: xxi, 6, 10, 14, 18, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128
<ul style="list-style-type: none"> build background knowledge. 	Teacher's Edition: xxi, 6, 10, 14, 18, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128
<ul style="list-style-type: none"> expand vocabulary. 	Teacher's Edition: xxi, 6, 10, 14, 18, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128

COMPETENCY GOAL 2

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

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
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).	Teacher's Edition: xi-xvii, 9, 12, 18, 20, 26, 27, 28, 38, 48, 50, 53, 56, 57, 61, 70, 78, 83, 92, 96, 98, 100, 104, 109, 114, 126
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. 	Teacher's Edition: 4, 5
<ul style="list-style-type: none"> making predictions. 	Teacher's Edition: xiii, 4, 9, 10, 12, 14, 20, 26, 30, 35, 48, 52, 56, 70, 74, 75, 82, 86, 92, 93, 100, 105, 108, 115
<ul style="list-style-type: none"> formulating questions. 	Teacher's Edition: xvi, 5, 22, 26, 27, 28, 83, 96

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
<ul style="list-style-type: none"> locating relevant information. 	Teacher's Edition: 21, 65, 87
<ul style="list-style-type: none"> making connections with previous experiences, information, and ideas. 	Teacher's Edition: xii, 4, 5, 8, 16, 17, 20, 26, 27, 30, 36, 38, 40, 52, 60, 82, 83, 86, 92, 115, 118, 122, 130
<p>2.03 Read a variety of texts, including:</p> <ul style="list-style-type: none"> fiction (legends, novels, folklore, science fiction). 	Teacher's Edition: 4, 8, 9, 12, 14, 16, 20, 21, 26, 30, 32, 34, 38, 42, 48, 52, 56, 60, 62, 64, 70, 74, 78, 79, 82, 86, 87, 92, 93, 96, 100, 104, 108, 114, 118, 119, 122, 126, 130
<ul style="list-style-type: none"> nonfiction (autobiographies, informational books, diaries, journals). 	Teacher's Edition: 6, 17, 28, 39, 43, 50, 57, 65, 83, 105, 127
<ul style="list-style-type: none"> poetry (concrete, haiku). 	Teacher's Edition: 5, 9, 31, 35, 39, 49, 53, 71, 83, 93, 115
<ul style="list-style-type: none"> drama (skits, plays). 	Teacher's Edition: 35, 53, 57, 64, 101, 123
<p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> plot. 	Teacher's Edition: 9, 31, 32, 57, 61, 100, 130
<ul style="list-style-type: none"> theme. 	Teacher's Edition: 10
<ul style="list-style-type: none"> main idea and supporting details. 	Teacher's Edition: xvii, 38, 61, 65, 119, 120
<ul style="list-style-type: none"> author's choice of words. 	Teacher's Edition: 57, 71, 93, 104, 126
<ul style="list-style-type: none"> author's use of figurative language. 	Teacher's Edition: 71
<p>2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.</p>	Teacher's Edition: 4, 57, 75
<p>2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.</p>	Teacher's Edition: xvii, 21, 38, 61, 65, 87, 119, 120
<p>2.07 Determine usefulness of information and ideas consistent with purpose.</p>	Teacher's Edition: 21, 65, 87, 120

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
2.09 Listen actively by: <ul style="list-style-type: none"> paraphrasing what was said. 	Teacher's Edition: 16, 20
<ul style="list-style-type: none"> interpreting speaker's verbal and non-verbal messages. 	Teacher's Edition: 64, 88

COMPETENCY GOAL 3

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

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
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. 	Teacher's Edition: 38, 57, 71, 93, 104, 126
<ul style="list-style-type: none"> examining the reasons for characters' actions. 	Teacher's Edition: 16, 30, 38, 64, 86, 122
<ul style="list-style-type: none"> identifying and examining characters' motives. 	Teacher's Edition: 16, 30, 38, 64, 86, 122
<ul style="list-style-type: none"> considering a situation or problem from different characters' points of view. 	Teacher's Edition: 16, 26, 123
<ul style="list-style-type: none"> analyzing differences among genres. 	Teacher's Edition: 9, 10, 31, 39, 43, 71, 119
<ul style="list-style-type: none"> making inferences and drawing conclusions about characters, events and themes. 	Teacher's Edition: 10, 16, 38, 86
3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.	Teacher's Edition: 31, 36, 38, 52, 64, 86, 102, 122
3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.	Teacher's Edition: 38, 57, 71, 104, 126
3.04 Make informed judgments about television and film/video productions.	Teacher's Edition: 88

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.	Teacher's Edition: 26, 27
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).	Teacher's Edition: 26, 27

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.	Teacher's Edition: 9, 10, 14, 18, 20, 28, 32, 35, 36, 40, 42, 54, 58, 62, 72, 76, 80, 84, 88, 94, 98, 102, 105, 106, 108, 120, 124, 128
4.02 Use oral and written language to: <ul style="list-style-type: none"> • present information and ideas in a clear, concise manner. 	Teacher's Edition: 21, 38, 61, 65, 84, 87, 108, 109, 116, 119, 120
<ul style="list-style-type: none"> • discuss. 	Teacher's Edition: 10, 16, 17, 20, 22, 36, 38, 42, 64, 78, 86, 92, 100, 108, 122, 123, 127, 130, 131
<ul style="list-style-type: none"> • interview. 	Teacher's Edition: 51
<ul style="list-style-type: none"> • solve problems. 	Teacher's Edition: 40, 58, 66, 80, 84, 98, 118, 120, 131
<ul style="list-style-type: none"> • make decisions. 	Teacher's Edition: 16, 41, 78, 118
4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.	Teacher's Edition: 20, 23, 32, 36, 40, 41, 42, 61, 63, 67, 72, 80, 84, 88, 109, 124, 130
4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).	Teacher's Edition: 15, 19, 29, 33, 37, 55, 59, 73, 95, 103, 125
4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).	Teacher's Edition: 9, 13, 53, 76, 79, 84, 87, 91, 92, 97, 123, 128

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.	Teacher's Edition: 13, 53, 54, 84
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).	Teacher's Edition: 13, 40, 53, 54, 72, 76, 84, 87, 105, 106, 123, 128
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).	Teacher's Edition: 13, 40, 53, 54, 72, 76, 84, 87, 105, 106, 123, 128
4.10 Use technology as a tool to gather, organize, and present information.	Teacher's Edition: 40, 88

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
5.04 Compose multiple paragraphs with:	Teacher's Edition: 53, 54, 84, 97, 102
<ul style="list-style-type: none"> • topic sentences. 	
<ul style="list-style-type: none"> • specific, relevant details. 	Teacher's Edition: 53, 54, 84, 97, 102
<ul style="list-style-type: none"> • logical progression and movement of ideas. 	Teacher's Edition: 53, 54, 84, 97, 102
<ul style="list-style-type: none"> • coherence. 	Teacher's Edition: 53, 54, 84, 97, 102
<ul style="list-style-type: none"> • elaboration. 	Teacher's Edition: 53, 54, 84, 97, 102
<ul style="list-style-type: none"> • concluding statement related to the topic. 	Teacher's Edition: 53, 54, 84, 97, 102
5.08 Demonstrate evidence of language cohesion by:	Teacher's Edition: 21, 61, 65, 87, 119, 120
<ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. 	
<ul style="list-style-type: none"> • time order sequence of events. 	Teacher's Edition: 21, 61, 65, 87, 119, 120

Competency Objectives, Grade 4	Summer Success: Reading, Grade 4
<ul style="list-style-type: none"> • sustaining conversations on a topic. 	Teacher's Edition: 10, 16, 17, 20, 22, 36, 38, 42, 64, 86, 92, 100, 108, 122, 123, 127, 130, 131
5.09 Create readable documents through legible handwriting (cursive) and/or word processing.	Teacher's Edition: 40, 55



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correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 5

COMPETENCY GOAL 1

The learner will apply enabling strategies and skills to read and write.

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.	Teacher's Edition: 7, 15, 18, 19, 81, 99, 103, 105, 111, 125
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	Teacher's Edition: 6, 7, 13, 17, 21, 23, 29, 35, 45, 51, 57, 61, 66, 67, 80, 89, 94, 95, 98, 111, 117, 120, 121, 133
1.03 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. 	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 17, 18, 20, 21, 22, 26, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 44, 48, 49, 50, 52, 53, 54, 56, 57, 58, 60, 62, 64, 66, 70, 71, 72, 74, 75, 76, 78, 80, 82, 83, 84, 86, 87, 88, 92, 93, 94, 96, 97, 98, 100, 102, 104, 105, 106, 108, 110, 114, 116, 119, 120, 122, 123, 124, 126, 128, 130, 132
<ul style="list-style-type: none"> • word study. 	Teacher's Edition: 7, 11, 15, 19, 29, 33, 41, 51, 55, 59, 63, 81, 85, 99, 103, 107, 125, 129
<ul style="list-style-type: none"> • word reference materials. 	Teacher's Edition: 6, 13, 27, 31, 54, 57, 61, 66, 80, 87, 94, 98, 101, 110, 116, 120, 123
<ul style="list-style-type: none"> • content area study. 	Teacher's Edition: 7, 9, 21, 27, 54, 80, 94, 102
<ul style="list-style-type: none"> • writing process elements. 	Teacher's Edition: 89, 109, 110-111
<ul style="list-style-type: none"> • writing as a tool. 	Teacher's Edition: 110-111
<ul style="list-style-type: none"> • discussions. 	Teacher's Edition: 5, 20, 27, 42, 49, 60, 71, 76, 78, 82, 86, 93, 103, 114, 120, 124, 126

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
<ul style="list-style-type: none"> examining the author's craft. 	Teacher's Edition: 4, 12, 20, 27, 30, 38, 49, 56, 58, 71, 82, 97, 118, 119, 122
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.	Teacher's Edition: 6, 13, 27, 31, 54, 57, 61, 66, 80, 87, 94, 98, 101, 110, 116, 120, 123
1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> increase fluency. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> build background knowledge. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> expand and refine vocabulary. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132

COMPETENCY GOAL 2

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

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
2.01 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).	Teacher's Edition: xi-xvii, 5, 6, 8, 9, 12, 13, 17, 27, 34, 40, 43, 49, 53, 54, 56, 60, 61, 66, 70, 78, 79, 106, 132
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> making predictions. 	Teacher's Edition: xiii, 4, 10, 12, 20, 26, 48, 52, 70, 72, 74, 79, 92, 104, 106, 126
<ul style="list-style-type: none"> formulating questions. 	Teacher's Edition: xvi, 6, 17, 27, 31, 38, 60, 83, 106, 120, 127
<ul style="list-style-type: none"> supporting answers from textual information, previous experience, and/or other sources. 	Teacher's Edition: 5, 7, 16, 44, 49, 78, 82, 86, 102, 108, 116, 121, 126

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
<ul style="list-style-type: none"> drawing on personal, literary, and cultural understandings. 	Teacher's Edition: 5, 7, 16, 21, 26, 31, 35, 39, 48, 49, 83, 92, 94, 96, 100, 101, 114, 118, 126
<ul style="list-style-type: none"> seeking additional information. 	Teacher's Edition: 18, 29, 50, 73, 88, 116
<ul style="list-style-type: none"> making connections with previous experiences, information, and ideas. 	Teacher's Edition: xii, 5, 7, 10, 16, 30, 31, 38, 50, 52, 56, 70, 74, 82, 92, 96, 100, 104, 118
2.03 Read a variety of texts, such as: <ul style="list-style-type: none"> fiction (tall tales, myths). 	Teacher's Edition: 4, 8, 12, 16, 20, 26, 30, 34, 38, 39, 42, 48, 52, 56, 57, 60, 64, 70, 72, 74, 78, 82, 86, 92, 96, 98, 100, 104, 108, 114, 122, 123, 126, 130, 132
<ul style="list-style-type: none"> nonfiction (books of true experience, newspaper and magazine articles, schedules). 	Teacher's Edition: 6, 10, 13, 17, 21, 31, 35, 50, 54, 66, 76, 83, 87, 105, 110, 116, 120
<ul style="list-style-type: none"> poetry (narrative, lyric, and cinquains). 	Teacher's Edition: 5, 9, 27, 31, 49, 53, 71, 75, 93, 97, 117, 119, 133
<ul style="list-style-type: none"> drama (plays and skits). 	Teacher's Edition: 80, 94, 106, 128
2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the: <ul style="list-style-type: none"> plot development. 	Teacher's Edition: 8, 21, 39, 57, 58, 72, 124
<ul style="list-style-type: none"> author's choice of words. 	Teacher's Edition: 12, 27, 30, 49, 56, 71, 97, 118, 119, 122
<ul style="list-style-type: none"> effectiveness of figurative language (e.g., personification, flashback). 	Teacher's Edition: 54
<ul style="list-style-type: none"> tone. 	Teacher's Edition: 75, 119
2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> problem-solution. 	Teacher's Edition: 8
2.09 Listen actively and critically by: <ul style="list-style-type: none"> delving deeper into the topic. 	Teacher's Edition: 5, 42, 66

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
<ul style="list-style-type: none"> elaborating on the information and ideas presented. 	Teacher's Edition: 5, 56, 66
<ul style="list-style-type: none"> evaluating information and ideas. 	Teacher's Edition: 42, 66
<ul style="list-style-type: none"> making inferences and drawing conclusions. 	Teacher's Edition: 66, 79, 86
<ul style="list-style-type: none"> making judgments. 	Teacher's Edition: 66, 86

COMPETENCY GOAL 3

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

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> analyzing word choice and content. 	Teacher's Edition: 4, 12, 20, 27, 30, 32, 38, 42, 49, 56, 58, 71, 82, 97, 102, 118, 119, 122
<ul style="list-style-type: none"> examining reasons for a character's actions, taking into account the situation and basic motivation of the character. 	Teacher's Edition: 82, 126
<ul style="list-style-type: none"> creating and presenting a product that effectively demonstrates a personal response to a selection or experience. 	Teacher's Edition: 20, 35, 36, 43, 75, 79, 80, 83, 84, 87, 131
<ul style="list-style-type: none"> examining alternative perspectives. 	Teacher's Edition: 104, 118
<ul style="list-style-type: none"> evaluating the differences among genres. 	Teacher's Edition: 21, 39, 44, 50, 71, 93, 105
<ul style="list-style-type: none"> examining relationships among characters. 	Teacher's Edition: 20, 96
<ul style="list-style-type: none"> making and evaluating inferences and conclusions about characters, events, and themes. 	Teacher's Edition: 20, 38, 42, 86, 96, 126
3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.	Teacher's Edition: 56, 74, 94, 126

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).	Teacher's Edition: 20, 82, 104, 118
3.06 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).	Teacher's Edition: 18

COMPETENCY GOAL 4

The learner will apply strategies and skills to create oral, written, and visual texts.

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.	Teacher's Edition: 5, 6, 10, 11, 14, 18, 28, 32, 36, 40, 49, 50, 53, 54, 58, 62, 71, 72, 76, 80, 84, 94, 98, 102, 106, 116, 120, 124, 128
4.02 Use oral and written language to: <ul style="list-style-type: none"> • evaluate information and ideas. 	Teacher's Edition: 20, 35, 78, 82, 86, 102, 109
<ul style="list-style-type: none"> • present and support arguments. 	Teacher's Edition: 9, 36
<ul style="list-style-type: none"> • influence the thinking of others. 	Teacher's Edition: 9, 36
4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.	Teacher's Edition: 9, 10, 20, 36, 58
4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.	Teacher's Edition: 9, 10, 22, 28, 36, 40, 54, 58, 72, 75, 83, 84, 106, 124
4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.	Teacher's Edition: 9, 35, 36, 83, 84, 101

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).	Teacher's Edition: 10, 22, 40, 54, 58, 84
4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).	Teacher's Edition: 9, 22, 28, 35, 36, 40, 50, 54, 58, 66, 75, 88, 97, 98, 106
4.10 Use technology as a tool to enhance and/or publish a product.	Teacher's Edition: 40, 62

COMPETENCY GOAL 5

The learner will apply grammar and language conventions to communicate effectively.

Competency Objectives, Grade 5	Summer Success: Reading, Grade 5
5.04 Determine the impact of word choice on written and spoken language.	Teacher's Edition: 58, 65, 122
5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.	Teacher's Edition: 37, 59
5.08 Create readable documents through legible handwriting and word processing.	Teacher's Edition: 40

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North Carolina English Language Arts
 correlated to
Standard Course of Study and Grade Level Competencies
Grade 6

COMPETENCY GOAL 1

The learner will use language to express individual perspectives drawn from personal or related experience

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. 	Teacher's Edition: 123
<ul style="list-style-type: none"> • tells a story or establishes the significance of an event or events. 	Teacher's Edition: 123
<ul style="list-style-type: none"> • uses remembered feelings and specific details. 	Teacher's Edition: 123
1.02 Explore expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Teacher's Edition: xiv, 4, 8, 9, 12, 13, 14, 16, 18, 21, 26, 39, 40, 43, 54, 56, 65, 74, 78, 79, 80, 84, 88, 94, 96, 98, 101, 102, 104, 116, 120, 124, 126, 128, 132
<ul style="list-style-type: none"> • analyzing the characteristics of expressive works. 	Teacher's Edition: 6, 9, 13, 17, 21, 27, 30, 31, 34, 48, 49, 52, 53, 57, 60, 65, 70, 71, 75, 115, 123, 131
<ul style="list-style-type: none"> • determining the effect of literary devices and/or strategies on the reader/viewer/listener. 	Teacher's Edition: 30, 38, 48, 60, 70, 78, 79, 96, 118
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Teacher's Edition: xii, 4, 8, 13, 20, 21, 27, 34, 43, 53, 61, 64, 74, 97, 100, 122

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
<ul style="list-style-type: none"> comparing and/or contrasting information. 	Teacher's Edition: 17, 21, 28, 39, 60, 75, 79, 105
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Teacher's Edition: 26, 78, 108, 130
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Teacher's Edition: xvii, 21, 30, 43, 65, 87, 104, 131
<ul style="list-style-type: none"> generating a learning log or journal. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 41, 44, 50, 54, 55, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 123, 124, 128, 132
<ul style="list-style-type: none"> creating an artistic interpretation that connects self to the work. 	Teacher's Edition: 15, 31, 32, 49, 61, 118, 119, 130
<ul style="list-style-type: none"> discussing print and non-print expressive works formally and informally. 	Teacher's Edition: 5, 6, 8, 13, 16, 20, 26, 27, 28, 30, 34, 35, 42, 43, 44, 52, 53, 56, 64, 71, 74, 75, 87, 92, 93, 96, 108, 109, 115, 118, 122, 130
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> listening attentively. 	Teacher's Edition: 12, 34, 42, 43, 64
<ul style="list-style-type: none"> showing empathy. 	Teacher's Edition: 34
<ul style="list-style-type: none"> contributing relevant comments connecting personal experiences to content. 	Teacher's Edition: 5, 8, 12, 13, 20, 34, 42, 53, 64, 74, 83, 100, 122
<ul style="list-style-type: none"> monitoring own understanding of the discussion and seeking clarification as needed. 	Teacher's Edition: xiv, 14, 18, 26, 27, 28, 40, 44, 54, 56, 60, 94
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> describing personal learning growth and changes in perspective. 	Teacher's Edition: 21, 22, 27, 62, 63, 85, 115, 129, 133
<ul style="list-style-type: none"> identifying changes in self throughout the learning process. 	Teacher's Edition: 64, 78
<ul style="list-style-type: none"> interpreting how personal circumstances and background shape interaction with text. 	Teacher's Edition: 5, 8, 12, 13, 20, 34, 42, 53, 64, 74, 83, 100, 122

COMPETENCY GOAL 2

The learner will explore and analyze information from a variety of sources.

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
2.01 Explore informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: 9, 17, 18, 39, 53, 61, 79, 93, 101, 127
<ul style="list-style-type: none"> • studying the characteristics of informational works. 	Teacher's Edition: 17, 28, 39, 79, 101, 127
<ul style="list-style-type: none"> • restating and summarizing information. 	Teacher's Edition: 39, 43, 93, 101, 103
<ul style="list-style-type: none"> • determining the importance and accuracy of information. 	Teacher's Edition: 39, 66
<ul style="list-style-type: none"> • making connections between works, self and related topics/information. 	Teacher's Edition: xii, 13, 21, 22, 39, 61, 97
<ul style="list-style-type: none"> • comparing and/or contrasting information. 	Teacher's Edition: 21, 22, 39, 79, 105
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Teacher's Edition: 28, 39, 61
<ul style="list-style-type: none"> • generating questions. 	Teacher's Edition: xvi, 28, 127, 131
2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through: <ul style="list-style-type: none"> • analyzing the effects of the presentation and/or the accuracy of information. 	Teacher's Edition: 21, 22, 43, 93

COMPETENCY GOAL 3

The learner will examine the foundations and the use of argument.

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
3.01 Explore argumentative works that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • analyzing the characteristics of argumentative works. 	Teacher's Edition: 79
<ul style="list-style-type: none"> • distinguishing between fact and opinion. 	Teacher's Edition: 79
3.02 Explore the problem solution process by: <ul style="list-style-type: none"> • studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. 	Teacher's Edition: 53

COMPETENCY GOAL 4

The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
4.01 Determine the purpose of the author or creator by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: xiv, 12, 13, 14, 16, 18, 21, 39, 40, 43, 54, 65, 78, 79, 80, 84, 88, 94, 98, 101, 102, 104, 116, 120, 124, 126, 128, 132
<ul style="list-style-type: none"> • analyzing the effects of author's craft on the reader/viewer/listener. 	Teacher's Edition: 4, 48, 70, 76, 83, 92, 115
4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	Teacher's Edition: 22, 48, 52, 65, 75, 79
4.03 Recognize and develop a stance of a critic by: <ul style="list-style-type: none"> • considering alternative points of view or reasons. 	Teacher's Edition: 122

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	Teacher's Edition: 122
<ul style="list-style-type: none"> constructing a critical response/review of a work/topic. 	Teacher's Edition: 122

COMPETENCY GOAL 5

The learner will respond to various literary genres using interpretive and evaluative processes.

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by: <ul style="list-style-type: none"> using effective reading strategies to match type of text. 	Teacher's Edition: 4, 5, 6, 8, 9, 12, 13, 14, 16, 26, 27, 28, 30, 31, 35, 38, 39, 43, 48, 49, 52, 53, 56, 60, 61, 64, 65, 66, 70, 71, 74, 75, 78, 82, 83, 86, 92, 96, 97, 100, 101, 104, 105, 108, 109, 114, 115, 118, 122, 126, 127, 128, 131
<ul style="list-style-type: none"> reading self-selected literature and other materials of individual interest. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	Teacher's Edition: 4, 5, 6, 8, 9, 12, 14, 16, 18, 20, 22, 26, 27, 28, 30, 31, 32, 34, 35, 38, 39, 40, 42, 43, 44, 48, 49, 52, 53, 56, 58, 60, 61, 64, 65, 66, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 92, 93, 94, 96, 97, 98, 100, 101, 102, 104, 105, 106, 108, 109, 110, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 130, 131
<ul style="list-style-type: none"> discussing literature in teacher-student conferences and small group discussions. 	Teacher's Edition: 14, 18, 22, 28, 36, 40, 44, 50, 54, 58, 62, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. 	Teacher's Edition: 30, 70, 71, 75, 115
<ul style="list-style-type: none"> interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. 	Teacher's Edition: 4, 13, 17, 34, 48, 52, 57, 60, 71, 75, 78, 96, 131
<ul style="list-style-type: none"> recognizing underlying messages in order to identify recurring theme(s) within and across works. 	Teacher's Edition: 27, 29, 71, 93

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	Teacher's Edition: 9, 13, 17, 21, 32, 36, 39, 40, 65, 87, 102, 104, 105, 106, 131
<ul style="list-style-type: none"> exploring relationships between and among characters, ideas, concepts and/or experiences. 	Teacher's Edition: 17, 21, 39, 57, 60, 75, 83, 105
5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: <ul style="list-style-type: none"> reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). 	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 39, 40, 42, 43, 44, 48, 49, 50, 52, 53, 54, 56, 58, 60, 61, 62, 64, 65, 66, 70, 71, 72, 74, 75, 76, 78, 79, 80, 82, 83, 84, 86, 87, 88, 92, 93, 94, 96, 97, 98, 100, 101, 102, 104, 105, 106, 108, 109, 110, 114, 115, 116, 118, 119, 120, 122, 123, 124, 126, 127, 128, 130, 131, 132
<ul style="list-style-type: none"> interpreting what impact genre-specific characteristics have on the meaning of the work. 	Teacher's Edition: 9, 21, 22, 65
<ul style="list-style-type: none"> exploring how the author's choice and use of a genre shapes the meaning of the literary work. 	Teacher's Edition: 9, 22, 28, 65, 75, 79
<ul style="list-style-type: none"> exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 	Teacher's Edition: 4, 17, 48, 52, 70, 76, 83, 92, 115

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
6.01 Demonstrate an understanding of conventional written and spoken expression by: <ul style="list-style-type: none"> determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. 	Teacher's Edition: 15, 18, 35, 37, 39, 51, 59, 61, 63, 73, 77, 83, 98, 99
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	Teacher's Edition: 23, 45, 67, 83, 89, 111, 133

Competency Objectives, Grade 6	Summer Success: Reading, Grade 6
<p>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. 	<p>Teacher's Edition: 81, 103</p>

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 correlated to

North Carolina English Language Arts

Standard Course of Study and Grade Level Competencies

Grade 7

COMPETENCY GOAL 1

The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
1.01 Narrate an expressive account which: <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. 	Teacher's Edition: 39
<ul style="list-style-type: none"> • orients the reader/listener to the scene, the people, and the events. 	Teacher's Edition: 39
<ul style="list-style-type: none"> • engages the reader/listener by establishing a context and creating a point of view. 	Teacher's Edition: 39
<ul style="list-style-type: none"> • establishes the significance of events. 	Teacher's Edition: 39
1.02 Respond to expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Teacher's Edition: xiv, 4, 8, 12, 13, 14, 20, 26, 34, 36, 38, 44, 48, 49, 50, 52, 56, 62, 70, 74, 78, 82, 83, 88, 96, 100, 102, 104, 110, 116, 118, 120, 122, 123, 131
<ul style="list-style-type: none"> • summarizing the characteristics of expressive works. 	Teacher's Edition: 9, 31, 35, 53, 92, 97, 100
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/viewer. 	Teacher's Edition: 5, 9, 12, 21, 27, 49, 86
<ul style="list-style-type: none"> • making connections between works, self and related topics. 	Teacher's Edition: xii, 5, 6, 20, 42, 43, 60, 64, 71, 74, 79, 86, 87, 92, 96, 122

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<ul style="list-style-type: none"> comparing and/or contrasting information. 	Teacher's Edition: 74, 85, 86, 101
<ul style="list-style-type: none"> drawing inferences and/or conclusions. 	Teacher's Edition: 65, 130
<ul style="list-style-type: none"> determining the main idea and/or significance of events. 	Teacher's Edition: xvi, 16, 38, 82, 97, 114
<ul style="list-style-type: none"> generating a learning log or journal. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 39, 40, 41, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> maintaining an annotated list of works read/viewed. 	Teacher's Edition: 10, 14, 18, 22, 32, 36, 40, 44, 50, 54, 62, 76, 80, 84, 88, 98, 120
<ul style="list-style-type: none"> creating an artistic interpretation that connects self and/or society to the selection. 	Teacher's Edition: 57, 72, 87, 101
<ul style="list-style-type: none"> constructing and presenting book/media reviews. 	Teacher's Edition: 86
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> responding appropriately to comments and questions. 	Teacher's Edition: 4, 12, 22, 26, 30, 48, 50, 56, 70, 72, 77, 81, 85, 92, 95, 103
<ul style="list-style-type: none"> offering personal opinions confidently without dominating. 	Teacher's Edition: 22, 23, 33, 50, 53, 64, 65, 71, 75, 103, 107, 111, 121
<ul style="list-style-type: none"> giving appropriate reasons that support opinions. 	Teacher's Edition: 53, 71, 75, 103, 111, 121
<ul style="list-style-type: none"> soliciting and respecting another person's opinion 	Teacher's Edition: 64
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> analyzing personal learning growth and changes in perspective. 	Teacher's Edition: 15, 21, 23, 29, 79, 86, 125
<ul style="list-style-type: none"> determining how personal circumstances and background shape interaction with text. 	Teacher's Edition: 26, 43, 71, 79, 114, 122

COMPETENCY GOAL 2

The learner will synthesize and use information from a variety of sources.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
2.01 Respond to informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. 	Teacher's Edition: xiv, 13, 28, 39, 43, 79, 80, 101, 106, 109, 123, 127, 131
<ul style="list-style-type: none"> • analyzing the characteristics of informational works. 	Teacher's Edition: 39, 83, 105, 106, 109, 127
<ul style="list-style-type: none"> • summarizing information. 	Teacher's Edition: xvi, 16, 43, 80, 83, 105, 123, 127
<ul style="list-style-type: none"> • determining the importance of information. 	Teacher's Edition: 16, 43, 53, 105, 106,
<ul style="list-style-type: none"> • making connections to related topics/information. 	Teacher's Edition: xii, 39, 79, 80, 87, 109, 123, 127
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Teacher's Edition: 79, 83, 109, 127
<ul style="list-style-type: none"> • generating questions. 	Teacher's Edition: 13, 28, 79, 106, 131

COMPETENCY GOAL 3

The learner will refine the understanding and use of argument.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
3.01 Explore and analyze argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: xiv, 75
<ul style="list-style-type: none"> • identifying the arguments and positions stated or implied and the evidence used to support them. 	Teacher's Edition: 75
<ul style="list-style-type: none"> • recognizing bias, emotional factors, and/or semantic slanting. 	Teacher's Edition: 75

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<ul style="list-style-type: none"> examining the effectiveness of style, tone, and use of language. 	Teacher's Edition: 75, 76
<ul style="list-style-type: none"> summarizing the author's purpose and stance. 	Teacher's Edition: xvi, 75
<ul style="list-style-type: none"> examining the importance and impact of establishing a position or point-of-view. 	Teacher's Edition: 75
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Teacher's Edition: xii, 75

COMPETENCY GOAL 4

The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
4.01 Analyze the purpose of the author or creator by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: xiv, 65, 75
<ul style="list-style-type: none"> examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. 	Teacher's Edition: 75
<ul style="list-style-type: none"> exploring and evaluating the underlying assumptions of the author/creator. 	Teacher's Edition: 75
<ul style="list-style-type: none"> understanding the effects of author's craft on the reader/viewer/listener. 	Teacher's Edition: 65, 75
4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by: <ul style="list-style-type: none"> using knowledge of language structure and literary or media techniques. 	Teacher's Edition: 65, 75
<ul style="list-style-type: none"> drawing conclusions based on evidence, reasons, or relevant information. 	Teacher's Edition: 75

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<ul style="list-style-type: none"> considering the implications, consequences, or impact of those conclusions. 	Teacher's Edition: 75
4.03 Develop the stance of a critic by: <ul style="list-style-type: none"> considering and presenting alternative points of view or reasons. 	Teacher's Edition: 75
<ul style="list-style-type: none"> remaining fair-minded and open to other interpretations. 	Teacher's Edition: 75
<ul style="list-style-type: none"> creating a critical response/review of a work/topic. 	Teacher's Edition: 75

COMPETENCY GOAL 5

The learner will respond to various literary genres using interpretive and evaluative processes.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: <ul style="list-style-type: none"> using effective reading strategies to match type of text. 	Teacher's Edition: 4, 8, 12, 13, 14, 20, 26, 28, 34, 36, 38, 39, 43, 44, 48, 49, 50, 52, 56, 62, 70, 74, 78, 79, 80, 82, 83, 88, 96, 100, 102, 104, 106, 109, 110, 116, 118, 120, 122, 123, 127, 131
<ul style="list-style-type: none"> reading self-selected literature and other materials of individual interest. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> reading literature and other materials selected by the teacher. 	Teacher's Edition: 4, 5, 6, 8, 9, 12, 13, 16, 20, 21, 26, 27, 28, 30, 31, 34, 35, 38, 39, 42, 43, 48, 49, 52, 53, 56, 60, 61, 64, 65, 70, 71, 74, 75, 78, 79, 82, 83, 86, 87, 92, 93, 96, 97, 100, 101, 104, 105, 108, 109, 114, 115, 118, 119, 122, 123, 126, 127, 130, 131
<ul style="list-style-type: none"> engaging in small group discussions. 	Teacher's Edition: 4, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. 	Teacher's Edition: 9, 21, 27, 31, 37, 65, 93, 97, 105

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<ul style="list-style-type: none"> analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. 	Teacher's Edition: 12, 27, 31, 34, 35, 49, 61, 62, 65, 92, 93, 97, 102, 104, 115, 119
<ul style="list-style-type: none"> analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. 	Teacher's Edition: 4-5, 26-27, 48-49, 70-71, 86, 92-93, 114-115
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences and within various contexts. 	Teacher's Edition: 17, 18, 42, 57, 61, 72, 79, 87, 94, 98, 101, 102, 109, 122, 127, 130
<ul style="list-style-type: none"> analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	Teacher's Edition: 6, 27, 31, 39, 42, 50, 60, 64, 71, 74, 79, 86, 87, 96, 122, 130
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). 	Teacher's Edition: 4, 5, 6, 8, 9, 12, 13, 16, 20, 21, 26, 27, 28, 30, 31, 34, 35, 38, 39, 42, 43, 48, 49, 52, 53, 56, 60, 61, 64, 65, 70, 71, 74, 75, 78, 79, 82, 83, 86, 87, 92, 93, 96, 97, 100, 101, 104, 105, 108, 109, 114, 115, 118, 119, 122, 123, 126, 127, 130, 131
<ul style="list-style-type: none"> analyzing what genre specific characteristics have on the meaning of the work. 	Teacher's Edition: 35, 39, 53, 57, 65, 83, 86, 92, 94, 97, 105
<ul style="list-style-type: none"> analyzing how the author's choice and use of a genre shapes the meaning of the literary work. 	Teacher's Edition: 35, 39, 53, 65, 72, 86, 92, 94, 97
<ul style="list-style-type: none"> analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution. 	Teacher's Edition: 35, 37, 65, 70, 86, 93, 94

COMPETENCY GOAL 6

The learner will apply conventions of application of grammar and language usage.

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. 	Teacher's Edition: 85

Competency Objectives, Grade 7	Summer Success: Reading, Grade 7
<ul style="list-style-type: none"> determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. 	Teacher's Edition: 7, 9, 11, 14, 15, 17, 29, 33, 40, 41, 51, 55, 56, 57, 81, 84, 95, 121, 125, 127, 128, 129
<ul style="list-style-type: none"> extending vocabulary knowledge by learning and using new words. 	Teacher's Edition: 9, 17, 23, 31, 41, 45, 56, 57, 67, 75, 89, 111, 133
<ul style="list-style-type: none"> experimenting with figurative language and speech patterns. 	Teacher's Edition: 9, 21, 37
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. 	Teacher's Edition: 72

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 correlated to
North Carolina English Language Arts
Standard Course of Study and Grade Level Competencies
Grade 8

COMPETENCY GOAL 1

The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
1.01 Narrate a personal account which: <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. 	Teacher's Edition: 41
<ul style="list-style-type: none"> • establishes a point of view and sharpens focus. 	Teacher's Edition: 41
<ul style="list-style-type: none"> • uses remembered feelings. 	Teacher's Edition: 41
<ul style="list-style-type: none"> • selects details that best illuminate the topic. 	Teacher's Edition: 41
<ul style="list-style-type: none"> • connects events to self/society. 	Teacher's Edition: 41
1.02 Analyze expressive materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: xiv, 4, 7, 8, 12, 16, 17, 20, 26, 30, 32, 34, 38, 48, 49, 52, 56, 57, 60, 61, 64, 70, 78, 82, 86, 93, 94, 96, 100, 104, 114, 122, 126, 130
<ul style="list-style-type: none"> • reviewing the characteristics of expressive works. 	Teacher's Edition: 10, 28, 39, 43, 49, 57, 61, 65, 74, 78, 86, 93, 116
<ul style="list-style-type: none"> • determining the importance of literary effects on the reader/viewer/listener. 	Teacher's Edition: 5, 21, 43, 52, 61, 87, 109, 115, 131

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Teacher's Edition: xii, 4, 5, 10, 18, 21, 30, 32, 38, 48, 52, 64, 70, 74, 75, 78, 86, 87, 92, 100, 122, 130
<ul style="list-style-type: none"> drawing inferences. 	Teacher's Edition: 60, 64, 70, 74, 96, 114, 123, 131
<ul style="list-style-type: none"> generating a learning log or journal. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 52, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> maintaining an annotated list of works that are read or viewed, including personal reactions. 	Teacher's Edition: 14, 28, 40, 44, 50, 66, 76, 80, 84, 88, 98, 106, 110, 120, 128
<ul style="list-style-type: none"> taking an active role in and/or leading formal/informal book/media talks. 	Teacher's Edition: 4, 100, 130
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> shares personal reactions to questions raised. 	Teacher's Edition: 4, 6, 31, 38, 42, 49, 60, 66, 73, 85, 100, 103, 130
<ul style="list-style-type: none"> gives reasons and cites examples from text in support of expressed opinions. 	Teacher's Edition: 6, 31, 38, 60, 85, 103
<ul style="list-style-type: none"> clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	Teacher's Edition: 4, 31
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> appraising changes in self throughout the learning process. 	Teacher's Edition: 101
<ul style="list-style-type: none"> evaluating personal circumstances and background that shape interaction with text. 	Teacher's Edition: 41, 75, 130

COMPETENCY GOAL 2

The learner will use and evaluate information from a variety of sources.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by: <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: 13, 14, 71, 79, 80, 84, 98, 101, 105, 120, 121, 127
<ul style="list-style-type: none"> • recognizing the characteristics of informational materials. 	Teacher's Edition: xiii, 6, 9, 13, 14, 21, 35, 36, 79, 83, 98, 101, 105, 119, 131
<ul style="list-style-type: none"> • summarizing information. 	Teacher's Edition: xvi, 13, 14, 17, 31, 97, 119
<ul style="list-style-type: none"> • determining the importance and accuracy of information. 	Teacher's Edition: 31, 53, 97
<ul style="list-style-type: none"> • making connections to related topics/information. 	Teacher's Edition: xii, 6, 18, 36, 97, 105, 106, 123, 127
<ul style="list-style-type: none"> • drawing inferences and/or conclusions. 	Teacher's Edition: 83, 105, 131
<ul style="list-style-type: none"> • generating questions. 	Teacher's Edition: 9, 18, 105
<ul style="list-style-type: none"> • extending ideas. 	Teacher's Edition: 21, 22, 121
2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by: <ul style="list-style-type: none"> • determining purpose, audience, and context. 	Teacher's Edition: 106
<ul style="list-style-type: none"> • understanding the focus. 	Teacher's Edition: 106
<ul style="list-style-type: none"> • recognizing and/or choosing a relevant topic. 	Teacher's Edition: 106
<ul style="list-style-type: none"> • recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. 	Teacher's Edition: 106

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<ul style="list-style-type: none"> evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	Teacher's Edition: 106
<ul style="list-style-type: none"> researching and organizing information to achieve purpose. 	Teacher's Edition: 106, 121
<ul style="list-style-type: none"> using notes and/or memory aids to structure information. 	Teacher's Edition: 106, 119
<ul style="list-style-type: none"> supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. 	Teacher's Edition: 41, 106, 107
<ul style="list-style-type: none"> recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	Teacher's Edition: 106

COMPETENCY GOAL 3

The learner will continue to refine the understanding and use of argument.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> identifying the social context of the argument. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> identifying/evaluating the effectiveness of tone, style, and use of language. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> evaluating the author's purpose and stance. 	Teacher's Edition: 123, 124

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<ul style="list-style-type: none"> making connections between works, self and related topics. 	Teacher's Edition: 123, 124
3.02 Continue to explore and analyze the use of the problem-solution process by: <ul style="list-style-type: none"> evaluating problems and solutions within various texts and situations. 	Teacher's Edition: 64, 65, 70, 74
<ul style="list-style-type: none"> utilizing the problem-solution process within various contexts/situations. 	Teacher's Edition: 64, 65, 70, 74
3.03 Evaluate and create arguments that persuade by: <ul style="list-style-type: none"> understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> arranging details, reasons, and examples effectively and persuasively. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	Teacher's Edition: 123, 124

COMPETENCY GOAL 4

The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
4.01 Analyze the purpose of the author or creator and the impact of that purpose by: <ul style="list-style-type: none"> monitoring comprehension for understanding of what is read, heard and/or viewed. 	Teacher's Edition: 123, 124

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<p>4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. 	Teacher's Edition: 123
<ul style="list-style-type: none"> • drawing conclusions based on evidence, reasons, or relevant information. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> • considering the implications, consequences, or impact of those conclusions. 	Teacher's Edition: 123, 124
<p>4.03 Use the stance of a critic to:</p> <ul style="list-style-type: none"> • consider alternative points of view or reasons. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> • remain fair-minded and open to other interpretations. 	Teacher's Edition: 123, 124
<ul style="list-style-type: none"> • constructing a critical response/view of a work/topic. 	Teacher's Edition: 123, 124

COMPETENCY GOAL 5

The learner will respond to various literary genres using interpretive and evaluative processes.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. 	Teacher's Edition: 4, 7, 8, 12, 13, 16, 17, 20, 26, 30, 32, 34, 38, 43, 48, 49, 52, 56, 57, 60, 61, 64, 70, 78, 82, 86, 93, 94, 96, 100, 104, 114, 122, 126, 130
<ul style="list-style-type: none"> • reading self-selected literature and other materials of interest to the individual. 	Teacher's Edition: 6, 10, 14, 18, 22, 28, 32, 36, 40, 44, 50, 54, 58, 62, 66, 72, 76, 80, 84, 88, 94, 98, 102, 106, 110, 116, 120, 124, 128, 132
<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 18, 20, 21, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 42, 43, 48, 49, 52, 53, 54, 56, 57, 58, 60, 61, 64, 70, 71, 74, 75, 78, 79, 82, 83, 84, 86, 87, 92, 93, 96, 97, 100, 101, 104, 105, 106, 108, 109, 114, 115, 116, 118, 119, 122, 123, 126, 127, 130, 131

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
<ul style="list-style-type: none"> analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. 	Teacher's Edition: 30, 39, 56, 65, 70, 78, 93, 109
<ul style="list-style-type: none"> discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. 	Teacher's Edition: 43, 49, 75, 87, 109, 132
<ul style="list-style-type: none"> analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. 	Teacher's Edition: 4-5, 26-27, 48-49, 70-71, 92-93, 114-115
<ul style="list-style-type: none"> extending understanding by creating products for different purposes, different audiences, and within various contexts. 	Teacher's Edition: 21, 35, 43, 54, 79, 106, 109, 110, 123
<ul style="list-style-type: none"> analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	Teacher's Edition: 30, 35, 38, 70, 75, 79, 96, 114
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). 	Teacher's Edition: 4, 5, 6, 8, 9, 10, 12, 13, 14, 16, 18, 20, 21, 26, 27, 28, 30, 31, 32, 34, 35, 36, 38, 42, 43, 48, 49, 52, 53, 54, 56, 57, 58, 60, 61, 64, 70, 71, 74, 75, 78, 79, 82, 83, 84, 86, 87, 92, 93, 96, 97, 100, 101, 104, 105, 106, 108, 109, 114, 115, 116, 118, 119, 122, 123, 126, 127, 130, 131
<ul style="list-style-type: none"> evaluating what impact genre-specific characteristics have on the meaning of the text. 	Teacher's Edition: 13, 28, 30, 61, 65
<ul style="list-style-type: none"> evaluating how the author's choice and use of a genre shapes the meaning of the literary work. 	Teacher's Edition: 13, 28, 35, 36, 57, 61, 65, 83, 119, 131
<ul style="list-style-type: none"> evaluating what impact literary elements have on the meaning of the text. 	Teacher's Edition: 87, 109

COMPETENCY GOAL 6

The learner will apply conventions of grammar and language usage.

Competency Objectives, Grade 8	Summer Success: Reading, Grade 8
6.01 Model an understanding of conventional written and spoken expression by: <ul style="list-style-type: none">determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.	Teacher's Edition: 11, 27, 29, 33, 37, 53, 58, 75, 77, 81, 92, 95, 99, 103, 115, 128, 129
<ul style="list-style-type: none">extending vocabulary knowledge by learning and using new words.	Teacher's Edition: 23, 29, 45, 51, 67, 73, 81, 89, 95, 111, 117, 133
6.02 Continue to identify and edit errors in spoken and written English by: <ul style="list-style-type: none">using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.	Teacher's Edition: 55



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