

**North Carolina Arts Education**  
**Curriculum Matrix for English Language Arts (Standard Course of Study Adopted: 2004)**

North Carolina English Language Arts Strands/Goals/Objectives Grade 5	National Essential Skills Study (NESS) Rankings	N.C. End-of- Grade Test	Visual Arts	Dance	Music	Theatre
<b>Strands: Oral Language, Written Language, and Other Media/Technology</b>						
<b>Competency Goal 1</b> <b>The learner will apply enabling strategies and skills to read and write.</b>						
1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension.	E5	M				
1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension.	E5	M				
1.03 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> <li>• wide reading.</li> <li>• word study.</li> <li>• word reference materials.</li> <li>• content area study.</li> <li>• writing process elements.</li> <li>• writing as a tool.</li> <li>• debate.</li> <li>• discussions.</li> <li>• seminars.</li> <li>• examining the author’s craft.</li> </ul>	E5 E10 E38	M				
1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words.	E4	M	H	H	H	H

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1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to: <ul style="list-style-type: none"> <li>• increase fluency.</li> <li>• build background knowledge.</li> <li>• expand and refine vocabulary.</li> </ul>	E2	M	M	M	M	M
<b>Competency Goal 2</b> <b>The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.</b>						
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).	E12	H	H	H	H	H
2.02 Interact with the text before, during, and after reading, listening, and viewing by: <ul style="list-style-type: none"> <li>• making predictions.</li> <li>• formulating questions.</li> <li>• supporting answers from textual information, previous experience, and/or other sources.</li> <li>• drawing on personal, literary, and cultural understandings.</li> <li>• seeking additional information.</li> <li>• making connections with previous experiences, information, and ideas.</li> </ul>	E12 E23	H	H	H	H	H