

## North Carolina ELA Objectives

This chart correlates the North Carolina ELA Objectives to the lessons of **Reading Express, Level H.**

Standard	Chapter(s)
<b>1.02.a</b> Monitoring comprehension for understanding of what is read, heard and/or viewed.	<b>Lesson 58:</b> Monitoring
<b>1.02.d</b> Making connections between works, self and related topics	<b>Lesson 32:</b> Connecting Text to Text/Self/World <b>Lesson 57:</b> Making Connections
<b>1.02.e</b> Drawing inferences.	<b>Lesson 28:</b> Inferences and Conclusions
<b>1.03.b</b> Gives reasons and cites examples from text in support of expressed opinions.	<b>Lesson 27:</b> Main Idea and Supporting Details
<b>2.01.a</b> Monitoring comprehension for understanding of what is read, heard and/or viewed.	<b>Lesson 58:</b> Monitoring
<b>2.01.b</b> Recognizing the characteristics of informational materials.	<b>Lesson 53:</b> Informational Materials
<b>2.01.c</b> Summarizing information.	<b>Lesson 59:</b> Summarizing
<b>2.01.e</b> Making connections to related topics/information.	<b>Lesson 58:</b> Monitoring
<b>2.01.f</b> Drawing inferences and/or conclusions.	<b>Lesson 28:</b> Inferences and Conclusions
<b>2.01.g</b> Generating questions.	<b>Lesson 56:</b> Self-Questioning
<b>2.01.h</b> Extending ideas.	<b>Lesson 30:</b> Reading Critically <b>Lesson 60:</b> Evaluating
<b>2.02.h</b> Supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.	<b>Lesson 8:</b> Analogies <b>Lesson 27:</b> Main Idea and Supporting Details
<b>3.01.a</b> Monitoring comprehension for understanding of what is read, heard and/or viewed.	<b>Lesson 33:</b> Propoganda <b>Lesson 58:</b> Monitoring
<b>3.01.b</b> Analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them.	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 33:</b> Propoganda
<b>3.01.c</b> Identifying the social context of the argument.	<b>Lesson 33:</b> Propoganda
<b>3.01.d</b> Recognizing the effects of bias, emotional factors, and/or semantic slanting.	<b>Lesson 33:</b> Propoganda
<b>3.01.e</b> Comparing the argument and counter-argument presented.	<b>Lesson 19:</b> Compare and Contrast <b>Lesson 33:</b> Propoganda
<b>3.01.f</b> Identifying/evaluating the effectiveness of tone, style, and use of language.	<b>Lesson 33:</b> Propoganda <b>Lesson 39:</b> Mood and Tone

Standard	Chapter(s)
<b>3.01.g</b> Evaluating the author's purpose and stance.	<b>Lesson 25:</b> Author's Purpose <b>Lesson 33:</b> Propoganda
<b>3.02.a</b> Evaluating problems and solutions within various texts and situations.	<b>Lesson 19:</b> Compare and Contrast <b>Lesson 20:</b> Cause and Effect <b>Lesson 21:</b> Sequential and Chronological Order <b>Lesson 22:</b> Problem and Solution <b>Lesson 23:</b> Question and Answer <b>Lesson 24:</b> Proposition and Support
<b>3.02.d</b> Recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.	<b>Lesson 19:</b> Compare and Contrast <b>Lesson 20:</b> Cause and Effect <b>Lesson 21:</b> Sequential and Chronological Order <b>Lesson 22:</b> Problem and Solution <b>Lesson 23:</b> Question and Answer <b>Lesson 24:</b> Proposition and Support
<b>3.03.e</b> Recognizing and/or creating an organizing structure appropriate to purpose, audience, and context.	<b>Lesson 33:</b> Propoganda
<b>4.01.a</b> Monitoring comprehension for understanding of what is read, heard, and/or viewed.	<b>Lesson 25:</b> Author's Purpose <b>Lesson 58:</b> Monitoring
<b>4.01.b</b> Evaluating any bias, apparent or hidden messages, emotional factors, and/or propoganda techniques.	<b>Lesson 25:</b> Author's Purpose <b>Lesson 33:</b> Propoganda
<b>4.01.c</b> Evaluating the underlying assumptions of the author/creator.	<b>Lesson 25:</b> Author's Purpose
<b>5.01.g</b> Analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.	<b>Lesson 34:</b> Plot <b>Lesson 36:</b> Character <b>Lesson 38:</b> Theme <b>Lesson 39:</b> Mood and Tone
<b>5.01.h</b> Discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.	<b>Lesson 44:</b> Irony <b>Lesson 45:</b> Symbolism <b>Lesson 46:</b> Dialogue <b>Lesson 47:</b> Flashback and Foreshadowing
<b>5.01.i</b> Analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 38:</b> Theme <b>Lesson 41:</b> Allusions
<b>5.01.k</b> Analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences.	<b>Lesson 27:</b> Main Idea and Supporting Details <b>Lesson 36:</b> Character <b>Lesson 41:</b> Allusions

Standard	Chapter(s)
<p><b>5.02.a</b> Reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).</p>	<p><b>Lesson 48:</b> Short Stories  <b>Lesson 51:</b> Autobiographies and Biographies  <b>Lesson 52:</b> Poetry  <b>Lesson 53:</b> Informational Materials</p>
<p><b>6.01.f</b> 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.</p>	<p><b>Lesson 1:</b> Prefixes, Suffixes, and Root Words  <b>Lesson 3:</b> Context Clues  <b>Lesson 6:</b> Dictionary  <b>Lesson 7:</b> Thesaurus  <b>Lesson 15:</b> Table of Contents, Index and Glossary</p>