

**Lexia S.O.S. Reading ©2002, Levels 1-5
correlated to
North Carolina English Language Arts Standard Course of Study
Eighth Grade**

North Carolina English Language Arts Standard Course of Study Eighth Grade	Lexia S.O.S. Reading
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Strands: Oral Language, Written Language, and Other Media/Technology	
Competency Goal 2	
The learner will use and evaluate information from a variety of sources.	
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"> • recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. <p>(continued on next page)</p>	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Short Vowel Key Consonant Blast Master bdp Short Vowel Trap Short Vowel Spin</p> <p>Level II: Letter Switch E-Maze Search & Spell Find & Combine Picture It</p> <p>Level III: Sea Hunt At the Mall Add It Quick Link Trails West</p> <p>Level IV: Detect & File Success! Syllable Puzzler Winners Old & New</p>

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(continued from previous page)	Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms
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**Competency Goal 5
The learner will respond to various literary genres using interpretive and evaluative processes.**

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. 	The opportunity to address this objective is available. See the following: Level II: Picture It Level III: Trails West Level IV: Winners Old & New Level V: Meaning Structures
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<ul style="list-style-type: none"> • reading literature and other materials selected by the teacher. 	Level II: Picture It Level III: Trails West Level IV: Winners Old & New Level V: Meaning Structures
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**Competency Goal 6
The learner will apply conventions of grammar and language usage.**

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. 	<p>Level V: Meaning Structures</p>
<ul style="list-style-type: none"> • extending vocabulary knowledge by learning and using new words. <p>(continued on next page)</p>	<p>Level I: Consonant Blast Short Vowel Spin</p> <p>Level II: Letter Switch E-Maze Search & Spell Find & Combine Picture It</p> <p>Level III: Sea Hunt At the Mall Add It Quick Link Trails West</p> <p>Level IV: Detect & File Success! Syllable Puzzler Winners Old & New</p>

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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. 	<p>The opportunity to address this objective is available. See the following:</p> <p>Level I: Consonant Blast Master bdp Short Vowel Trap</p> <p>Level II: Letter Switch E-Maze Search & Spell</p> <p>Level III: Sea Hunt At the Mall Add It</p> <p>Level IV: Detect & File Success! Syllable Puzzler</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Meaning Structures</p>