

# English Language Arts SCOS *Review Phase Overview/Permission to Revise*

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# Purpose

## Overview

- Current English Language Arts (ELA) Standards
- Review Phase Timeline

## Data & Research

- Research
- Data Collection
- Data Review Committee (DRC) Work

## Next Steps

- Permission to Revise
- Revision Timeline

# State Board Policy SCOS-012

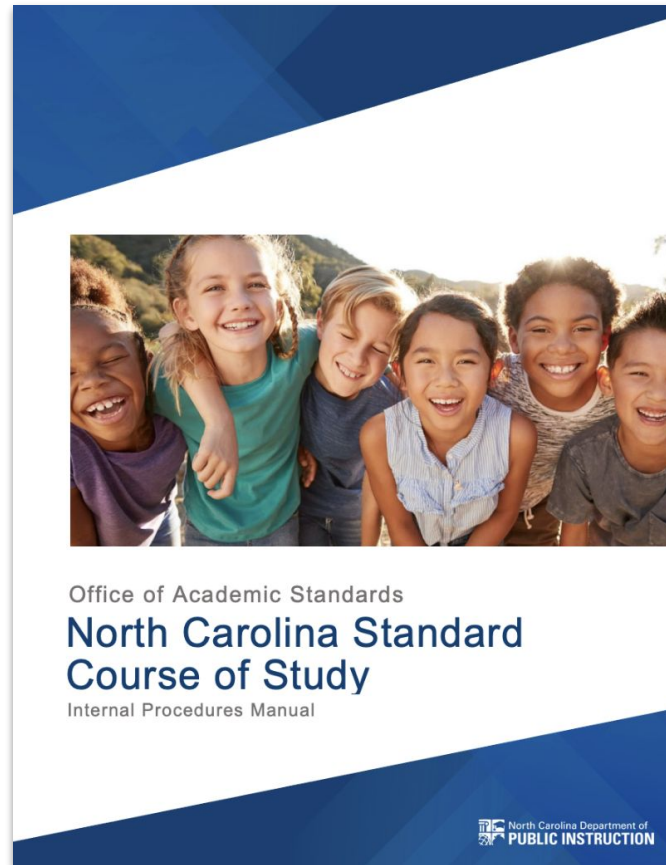
## State Board Policy SCOS-012

- NCDPI facilitates the review of each set of content standards every five-to-seven years to ensure clear, relevant standards and objectives.
- NCDPI uses a uniform and formalized system built on four guiding principles:
  - Feedback-based
  - Research-informed
  - Improvement-oriented
  - Process-driven



# Internal Procedures Manual

Pages 11-17



# Standards



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North Carolina Standard  
Course of Study  
*K-12 English Language Arts*

# Curriculum



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Texts  
Lesson Plans  
Activities  
Tasks  
Classroom Assessments

# Current K-12 ELA Standards

Reading (*Literature, Informational, and Reading Foundational Skills*),  
Writing, Speaking & Listening, and  
Language

Strand

Phonics and Word Recognition,  
Knowledge of Language,  
Collaboration and Communication,  
etc.

Cluster

Cluster

R.1-R.10, W.1-W.6, SL.1-SL.5, L.1-L.6

Anchor  
Standard

Anchor  
Standard

Anchor  
Standard

Anchor  
Standard

RL.K.1 - RL.11-12.1, etc.

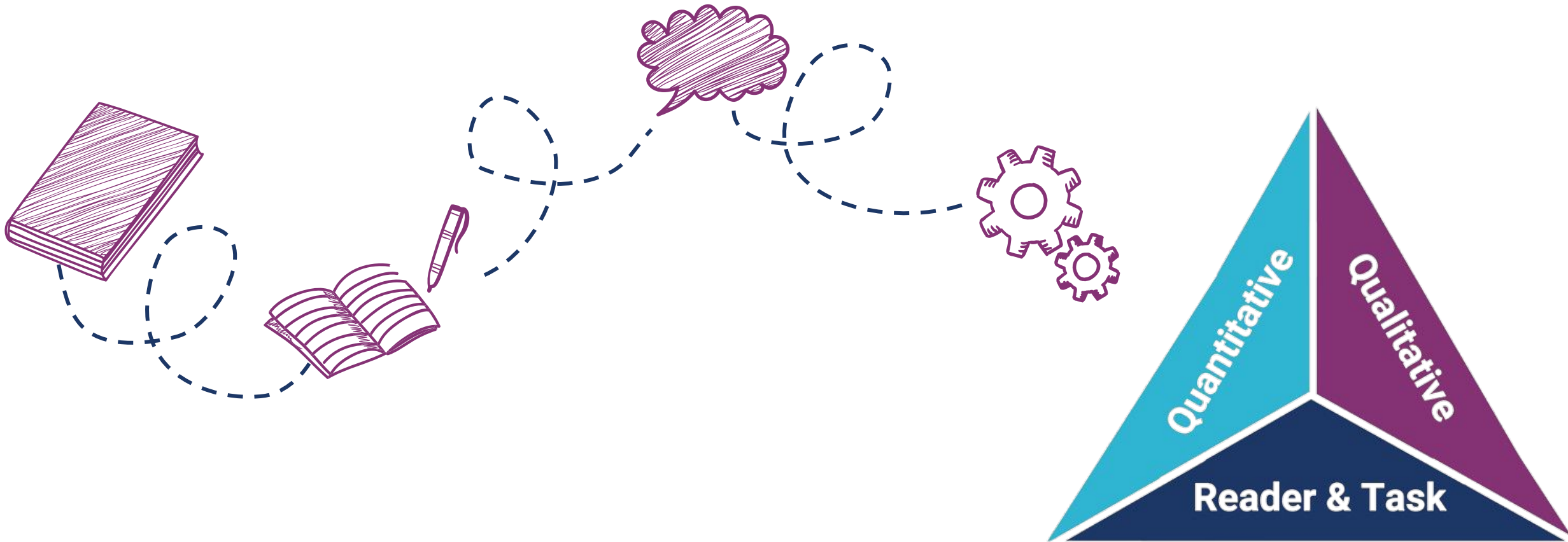
Grade-Level  
Standards

Grade-Level  
Standards

Grade-Level  
Standards

Grade-Level  
Standards

# Grade-Level Standards & Texts



# Review Phase Timeline



**July - September  
2023**

Standards Research  
& Legislation Review

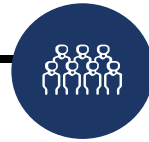
Surveys Released



**October - November  
2023**

Focus Groups  
& Interviews  
Completed

Surveys Closed



**December - January  
2023-2024**

DRC Selected & Work  
Began



**February - March  
2024**

DRC Work  
Completed



# Data Review Committee

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● **Convene Selection Committee**  
Internal agency members

● **Blind Selection**  
Review applications against  
selection criteria; LETRS for K-5

● **Final Selection**  
Select final members; call  
references

● **Confirm DRC**  
Accepted DRC notified

# Data Review Committee

Explore Data & Research

Learn How to Read the Data

Complete Spreadsheet

Complete Data Report

Standard	Objective	Responses	Keep	Change	Remove	Change Or Remove	Comments	comment1	comment2	comment3	comment4	comment5	comment6	comment7	comment8	comment9	comment10	
RFK.1	RFK.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	91	85	15	0	15	14	Should the phon b. is not as clear Expand to include d. Recognize, to remove b; add p Recognize later Keep print once remove b; add a link Support stub										
RFK.2	RFK.2 Print upper- and lowercase letters.	91	91	9	0	9	7	Correctly form o/needs specification i would add with Add using correct Add Student will independently pr...with proper l										
RFK.3	RFK.3 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count phonemes, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCC ending with ll, ee, or oo.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	91	91	9	0	9	10	This standard co-oh/ativ Take into account After d; add neg Each part of RFI This standard is Look at LETRS i Oh/ativ sound h We really should Split into more f										
RFK.4	RFK.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (e.g., igh and ock) for the long vowel. c. Read common high-frequency words by sight. d. Drawdash between similarly spelled words by identifying the sounds of the letters that differ.	91	59	41	0	41	37	Specify high fr/Each lower case Specify eight wo Should there be remove d; add n This standard co RF.K.4; Should c Read comma Review Letter C needs update; Add -Use doco										
RFK.5	RFK.5 Read emergent reader texts with purpose and understanding.	91	85	12	3	35	27	We really should decodable text clearly emergent Add the word 'to Please identify if Read decodable Read decodable The purpose for Add with prompt Students read e										
RLK.1	RLK.1 With prompting and support, ask and answer questions about key details in a text.	91	85	13	2	15	12	With prompting i possibility to con clarify what 'sra Possible wording Possible wording students should Does three cover Modify to mirror Wording suggest i don't think mo										
RLK.2	RLK.2 With prompting and support, relate familiar stories, including key details.	91	91	9	0	9	9	With prompting + reward: RLK to Define familiar s Possible wording Wording suggest With prompting i Possible wording Explain meanin										
RLK.3	RLK.3 With prompting and support, identify characters, settings, and major events in a story.	91	92	6	0	8	7	Possible wording Possible wording Wording suggest With prompting i With prompting + add character i Possible wording Possible wording; Explain meanin										
RLK.4	RLK.4 With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.	91	69	14	16	31	55	just answer que moved feelings i Possible wording With prompting i With prompting Remove and or Change 'ask an Wording suggest Possible wording; The language n										
RLK.5	RLK.5 Recognize common types of texts.	91	67	22	11	33	20	Provide example Specify types of clarify types of Differentiate bet just be able to be Clarify types of i Modify to include genres, informal This standard is Please elaborate										
RLK.6	RLK.6 With prompting and support, define the role of the author and illustrator in telling the story.	91	89	5	5	11	7	combine RL K.6 Possible wording Change the non Wording suggest Possible wording; With prompting i Possible wording										
RLK.7	RLK.7 With prompting and support, describe how the words and illustrations work together to tell a story.	91	87	4	9	13	5	Possible wording Possible wording With prompting i Possible wording										

Standard	Conclusion	Related Data Sources	Related Trends
RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).	needs minor revisions	<ul style="list-style-type: none"> <li>QUANT A-S Data: 24/155 respondents recommended changing/removing standard                             <ul style="list-style-type: none"> <li>--add cursive to 2nd grade box (3)</li> <li>--clarify (2) (i.e. Subjective; is the legibility of handwriting more important or the content?)</li> <li>--move cursive to 4th grade or remove entirely (14)</li> <li>--ensure legibility before this grade level (8)</li> <li>--two separate parts one in manuscript and one in cursive (1)</li> <li>--need materials (3)</li> </ul> </li> <li>QUANT PSU Data: 22/89 respondents recommended changing/removing standard</li> </ul>	<ul style="list-style-type: none"> <li>Back to Basics House Bill 146 requires students to be written 5th grade <a href="https://www.ncleg.gov/BillLookup/2013/h/146">https://www.ncleg.gov/BillLookup/2013/h/146</a></li> </ul>
RF.4.2 Create readable documents through legible handwriting (cursive).	needs minor revisions	<ul style="list-style-type: none"> <li>QUANT A-S Data: 46/96 respondents recommended changing/removing standard</li> <li>QUANT PSU Data: 34/73 respondents recommended changing/removing standard</li> </ul>	<ul style="list-style-type: none"> <li>QUANT A-S Data:                             <ul style="list-style-type: none"> <li>--change handwriting to typing skills (2)</li> <li>--remove cursive (2)</li> <li>--change wording to "legible print, cursive or typing" (3)</li> <li>--teach signature and move on (1)</li> </ul> </li> <li>QUANT PSU Data:                             <ul style="list-style-type: none"> <li>--focus on legible print or cursive (5)</li> <li>--clarify expectations for cursive at this grade (1)</li> <li>--not relevant with digital tools (1)</li> <li>--focus on efficiency, automaticity, and legibility (1)</li> </ul> </li> <li>Back to Basics House Bill 146 requires students to be written 5th grade <a href="https://www.ncleg.gov/BillLookup/2013/h/146">https://www.ncleg.gov/BillLookup/2013/h/146</a></li> <li>Oklahoma standards equivalent: Provides cursive as an option</li> </ul>
RF.5.2 Create readable documents through legible handwriting (cursive).	needs minor revisions	<ul style="list-style-type: none"> <li>QUANT A-S DATA: 51% respondents recommended changing/removing standard</li> <li>QUANT PSU DATA: 21% respondents recommended changing/removing standard</li> </ul>	<ul style="list-style-type: none"> <li>QUANT A-S DATA:                             <ul style="list-style-type: none"> <li>-- Remove cursive and focus on manuscript (8)</li> <li>-- Remove (2)</li> <li>-- Include manuscript along with cursive (1)</li> <li>-- Should we add "keyboarding/typing skills" (5)</li> <li>-- Explain what type of documents (1)</li> </ul> </li> <li>QUANT PSU DATA:                             <ul style="list-style-type: none"> <li>-- Remove cursive (5)</li> <li>-- Move to writing standards (1)</li> <li>-- Remove (should already be mastered before 5th grade) (2)</li> <li>-- Add "print" or "cursive or print" (2)</li> <li>-- Explain what type of documents (1)</li> </ul> </li> <li>Oklahoma standards equivalent: Provides cursive as an 5.8.W Students will write independently using print, cursive, of time, choosing modes and genres to suit their audience a</li> <li>Back to Basics House Bill 146 requires students to be written 5th grade <a href="https://www.ncleg.gov/BillLookup/2013/h/146">https://www.ncleg.gov/BillLookup/2013/h/146</a></li> </ul>

Data Report
<p><b>Data Review Committee Recommendations</b></p> <p><b>Grades K-2</b></p> <p><b>Grades K-2 Overall Themes</b></p> <p>Across strands, we identified a number of themes in partners' responses/feedback to the K-2 standards. Prominent themes included:</p> <ol style="list-style-type: none"> <li>Requests for more clarity and examples regarding what the standards are calling for students to know and be able to do. For example, sometimes the wording of standards was noted by respondents as being too complex/confusing and there were requests to simplify wording. At other times, respondents noted that additional information was needed in order for practitioners to implement the standards as intended (e.g., clarifying the meaning of "a sustained period of time").</li> <li>Questions about developmental appropriateness and alignment to current literacy research. This was especially the case for both foundational skills and comprehension standards for kindergarten, though the theme was present across grade levels. Often, respondents made references to "LETRS" or "Science of Reading" and our team has worked to provide connections to current research.</li> <li>Requests for more specificity about the types and features of instructional texts relevant to particular standards. An example of a frequent request for specificity about text was related to the type and/or features of text for instruction (e.g., "appropriate complexity," "grade-level text complexity," "on-level text," "emergent reader texts," etc.).</li> </ol> <p>Below, we outline K-2 standards across strands that various sources of evidence indicate   need minor and/or major revisions when revising the standards. In what follows, we name each of these standards and briefly describe the recommended changes and supporting evidence. Standards that need major revisions are highlighted in red. Standards that need minor revisions are highlighted in yellow.</p> <p><b>READING STANDARDS</b>  <b>Reading Foundation Standards</b>            Based on feedback and other sources of evidence, a few of the Reading Foundational Skills Standards across K-2 grade levels need revision. These include RF.2 and RF.5.</p> <p><b>RFK.4, RF.1.4, and RF.2.4</b></p> <p>The data suggest that it would be helpful to provide more specific information about each of the specific sound-spelling patterns to teach at each grade level. The data also indicated that it would be helpful to provide more clarity around the components of these standards related to "high-frequency words." Clearly defining "high-frequency words," providing a specific number of high-frequency words, and/or identifying a specific list of high-frequency words would help practitioners better understand how to address this standard. Other sets of recently revised</p>

# Data Review Committee Findings & Recommendations

- Align to current literacy research
- More explicit language for what students are expected to know and be able to do
- More specificity on the types, features, and structures of texts relevant to particular standards
- Separate singular complex standards into separate distinct standards
- Revisit the writing standards
- Integrate language standards into other strands

# Tentative Revision Phase Timeline



**April - May  
2024**

Open Standards  
Writing Team  
(SWT)  
Application

SWT Selection



**June - Aug  
2024**

Draft 1 Complete  
  
Draft 1 Released  
for Feedback



**Sept - Dec  
2024**

Draft 2  
Completed  
  
Draft 2 Released  
for Feedback



**Jan - Feb  
2025**

Draft 3  
Completed

# Questions?

