

K-12 English Language Arts Standards: Draft 2

Dr. Stacey Wilson-Norman, Chief Academic Officer

Dr. Kristi Day, Director of Teaching and Learning

Dr. Stacy Daniel, Section Chief of English Language Arts & Languages

State Board Policy SCOS-012

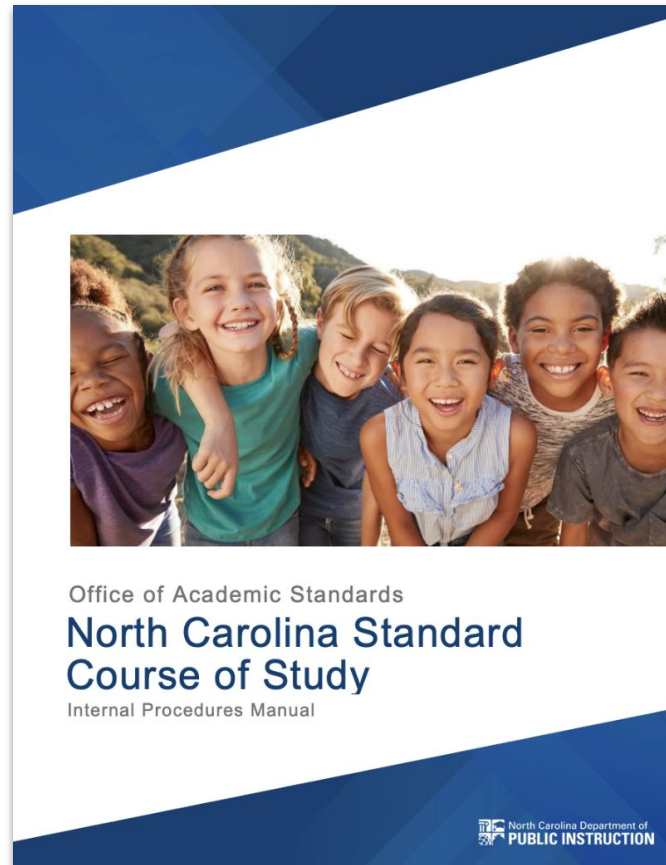
State Board Policy SCOS-012

- 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



North Carolina
Standard Course of
Study

Curriculum



Texts
Lesson Plans
Activities
Tasks
Classroom
Assessments

Reimagine - Redesign

- What do students need to be successful?
- How can we design a scope and sequence of standards that are flexible and cohesive?
- How do we balance depth and breadth in the scope of standards?
- How do we make learning relevant?
- How do we prepare students?
- How do we engage students?
- How can we inspire students and meet their needs for the world beyond high school?

What can we do differently?

Redesigning ELA Standards

- Clarify how the Literacy Instruction Standards (LIS), Science of Reading, and LETRS collectively support students in meeting the demands of the Standard Course of Study.
- Favor intentionality and impact, over quantity of standards.
- Replace superficial coverage with in-depth study.
- Focus on students becoming literate, rather than drilling skills.
- Provide more opportunities for reinforcement, practice, and monitoring.

Revision Phase Timeline 2024-2025



May 2024

SBE
approved
request to
begin
revision



**June - July
2024**

Standards
Writing Team
(SWT)
selected

SWT
meetings



**August -
November 2024**

Draft 1
created



December 2024

Released Draft 1
surveys to the
field

Revision Phase Timeline 2024-2025



January 2025

Surveys Closed
& Data Cleaned



February 2025

Draft 1 Data
Report
completed by
Data Review
Team (DRC)



March 2025

SWT convened

Draft 2 created

Draft 2 survey
released



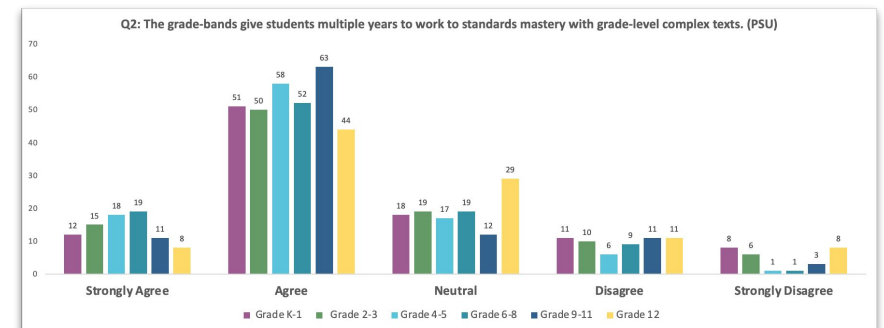
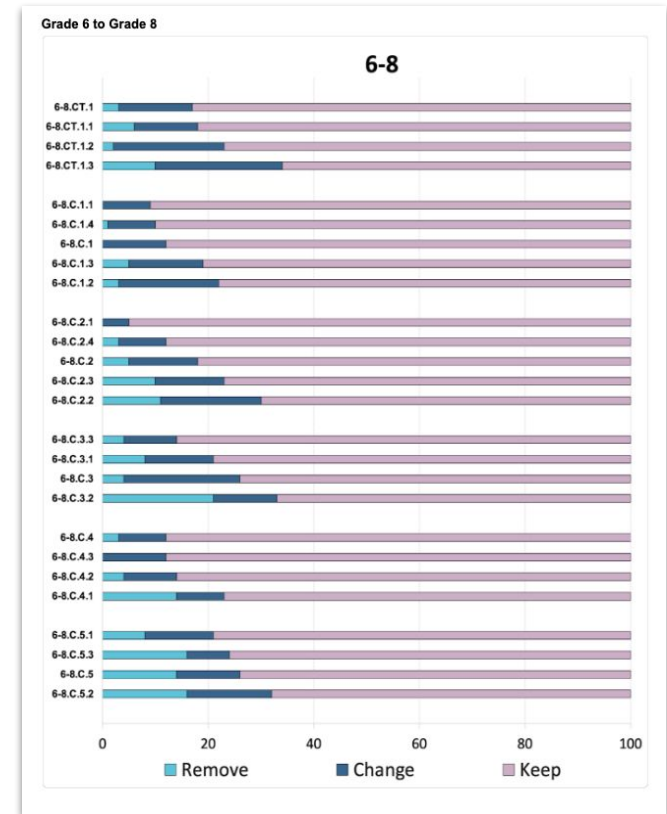
April 2025

Draft 2 survey
closes

Draft 1 Data

83.48% of LEAs Responded

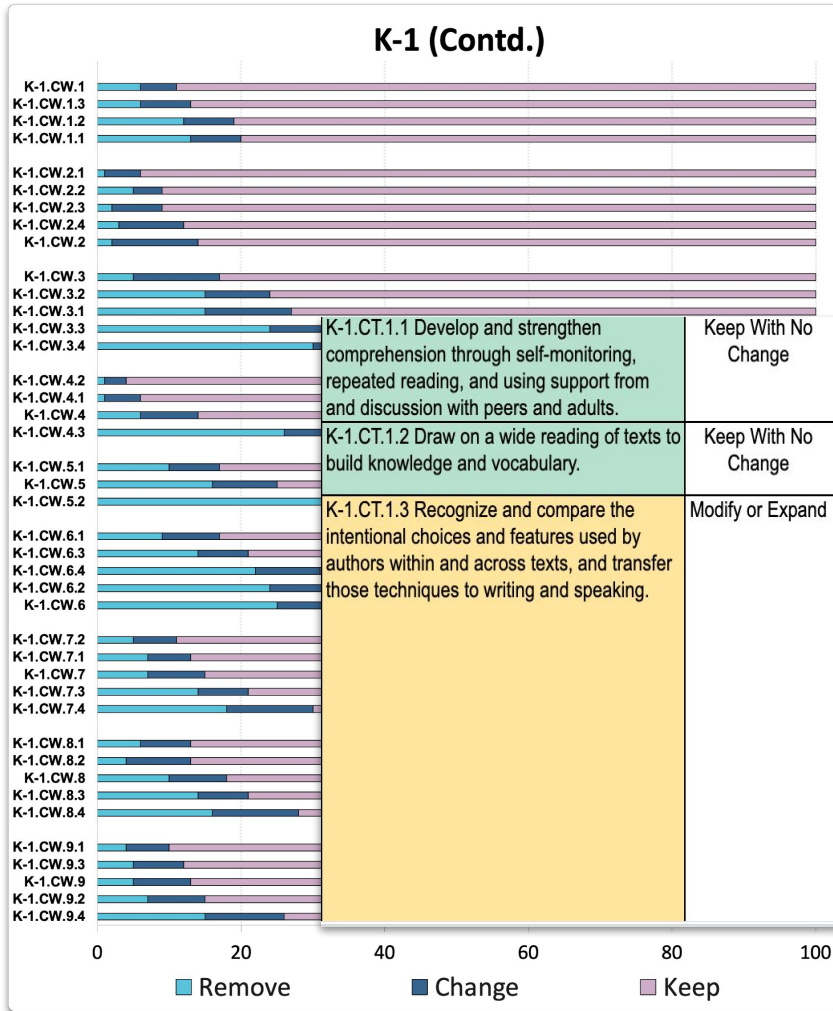
1,213 All-Stakeholder Responses



Draft 1 Data

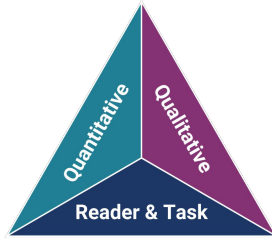
88.1%
Standards/Objectives
Met 75% or higher of
PSU Approval

86% of
Standards/Objectives
Met PSU Standard
Deviation



K-1.CT.1.1 Develop and strengthen comprehension through self-monitoring, repeated reading, and using support from and discussion with peers and adults.	Keep With No Change	Meets the required standard deviation threshold.	67%	81%
K-1.CT.1.2 Draw on a wide reading of texts to build knowledge and vocabulary.	Keep With No Change	Meets the required standard deviation threshold.	67%	77%
K-1.CT.1.3 Recognize and compare the intentional choices and features used by authors within and across texts, and transfer those techniques to writing and speaking.	Modify or Expand	AS Qual data: Inappropriate for K-1 Simplify language Remove "transfer...to writing and speaking" Incorporate visual elements and illustrations PSU Qual data: Clarify what are intentional choices, features, and techniques and provide examples Keep within one text vs. across texts for K-1 Remove transfer those techniques to writing and speaking for K-1 Add "with guidance and support" Remove "compare"	67%	50%

Three Fundamental Principles



Grade-level Complex Texts at the Center

Emphasizes three measures of text complexity

Clarifies standards must be applied to grade-appropriate, complex texts

Highlights staircase of complexity



Integrated Model of Literacy & Spiraling

Includes six core components of Scarborough's Rope

Highlights the intertwining of language domains

Allows for continuous reinforcement and support towards standards mastery

Genre
Fiction, non-fiction, poetry, short story, etc.

Modes
Linguistic, visual, aural, gestural, etc.

Format
Print, video, podcast, live performance, etc.

Length
Entire texts, passages, paragraphs, etc.

Variety of Texts

Allows for more educator flexibility

Ensures students engage with various texts

Major Changes

Draft 2

Major Changes | Format

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

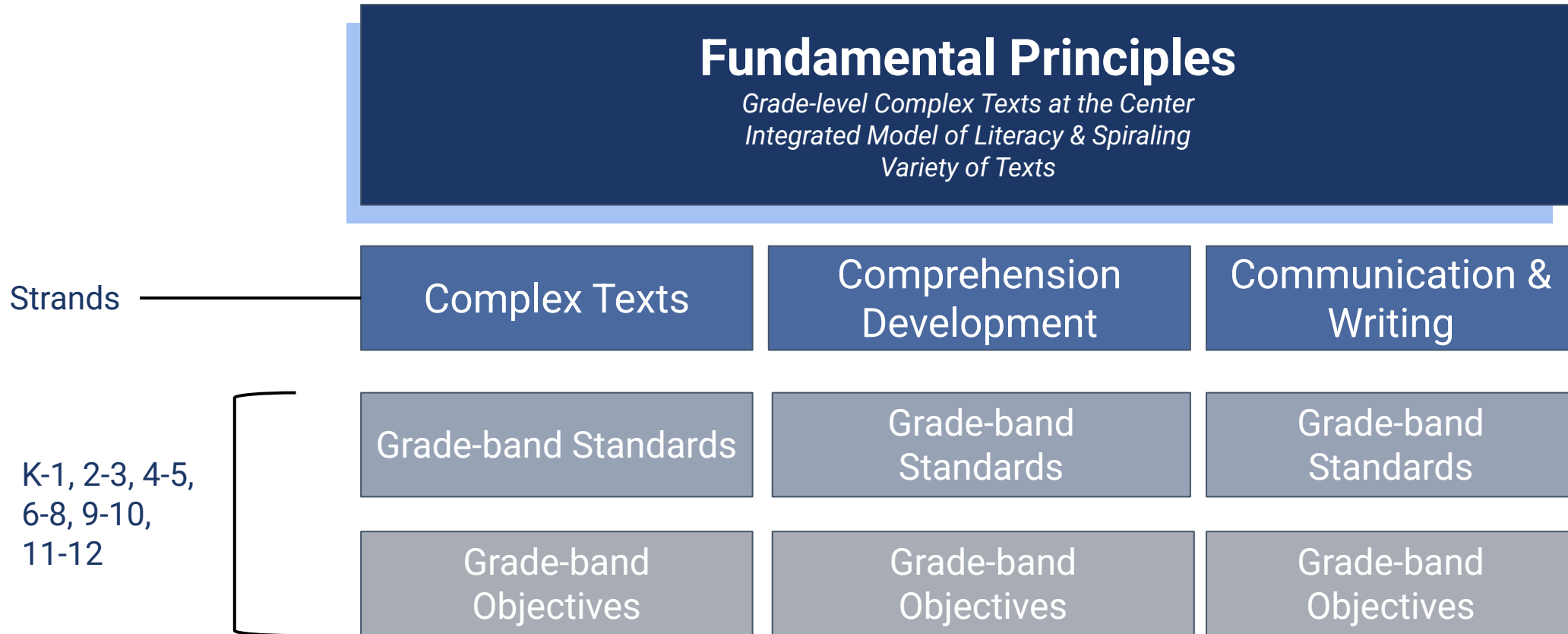
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.
RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.7.3 Analyze how particular elements of a story or drama interact.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

2017

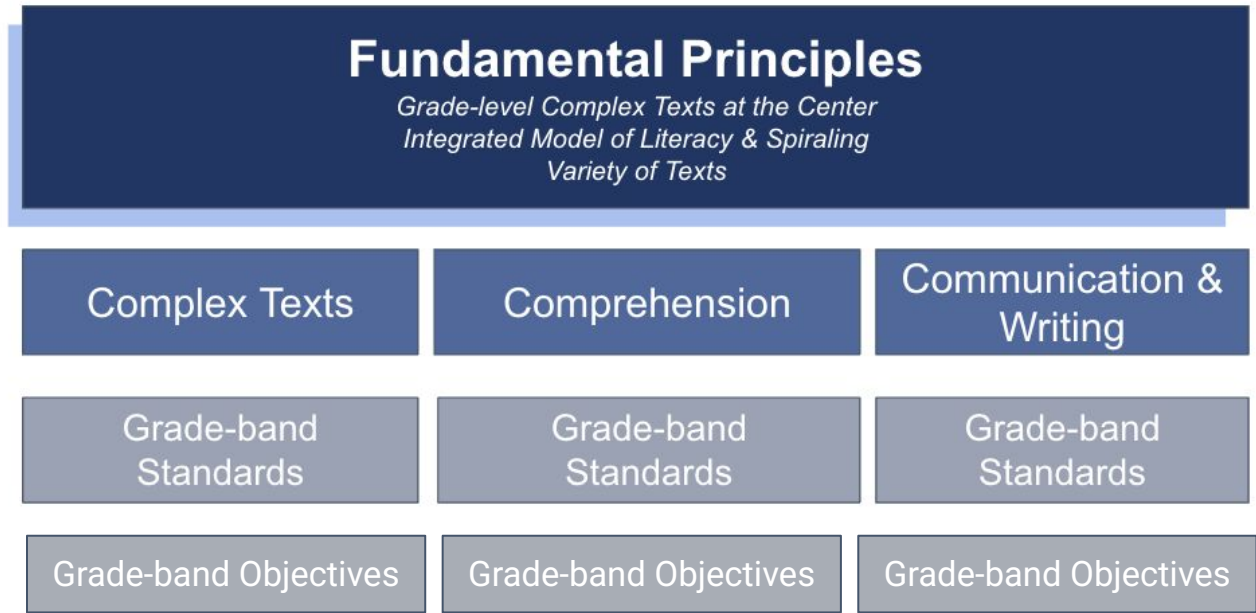
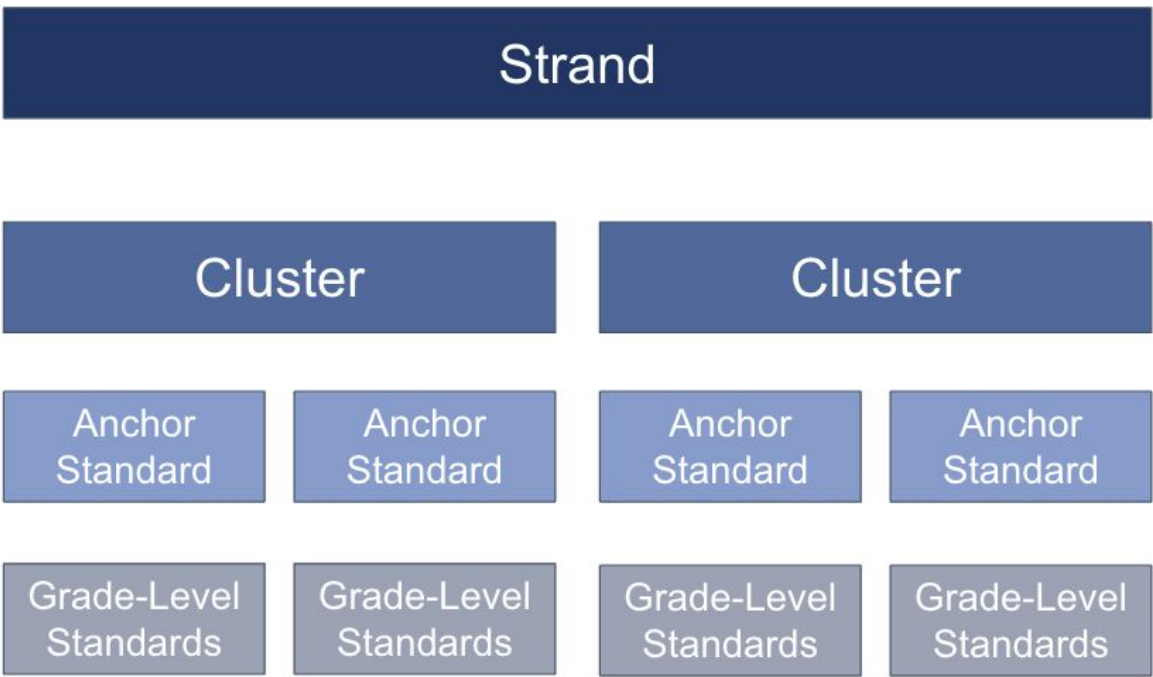
CD.5	Objectives
K-1.CD.5 Orally read texts at the high end of the K-1 text complexity band with fluency to support comprehension.	K-1.CD.5.1 Read texts for a variety of purposes.
	K-1.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on
	K-1.CD.5.3 Confirm or self-correct word recognition and understandi
2-3.CD.5 Orally read texts at the high end of the 2-3 text complexity band with fluency to support comprehension.	2-3.CD.5.1 Read texts for a variety of purposes.
	2-3.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on
	2-3.CD.5.3 Confirm or self-correct word recognition and understandi
4-5.CD.5 Orally read texts at the high end of the 4-5 text complexity band with fluency to support comprehension.	4-5.CD.5.1 Read texts for a variety of purposes.
	4-5.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on
	4-5.CD.5.3 Confirm or self-correct word recognition and understandi
6-8.CD.5 Orally read texts at the high end of the 6-8 text complexity band with fluency to support comprehension.	6-8.CD.5.1 Read texts for a variety of purposes.
	6-8.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on
	6-8.CD.5.3 Confirm or self-correct word recognition and understandi
9-10.CD.5 Orally read texts at the high end of the 9-10 text complexity band with fluency to support comprehension.	9-10.CD.5.1 Read texts for a variety of purposes.
	9-10.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on
	9-10.CD.5.3 Confirm or self-correct word recognition and understandi
11-12.CD.5 Orally read texts at the high end of the 11-12 text complexity band with fluency to support comprehension.	11-12.CD.5.1 Read texts for a variety of purposes.
	11-12.CD.5.2 Read texts with accuracy, appropriate rate, and prosody
	11-12.CD.5.3 Confirm or self-correct word recognition and understand

Draft 2

Structure of Draft 2 for K-12 ELA



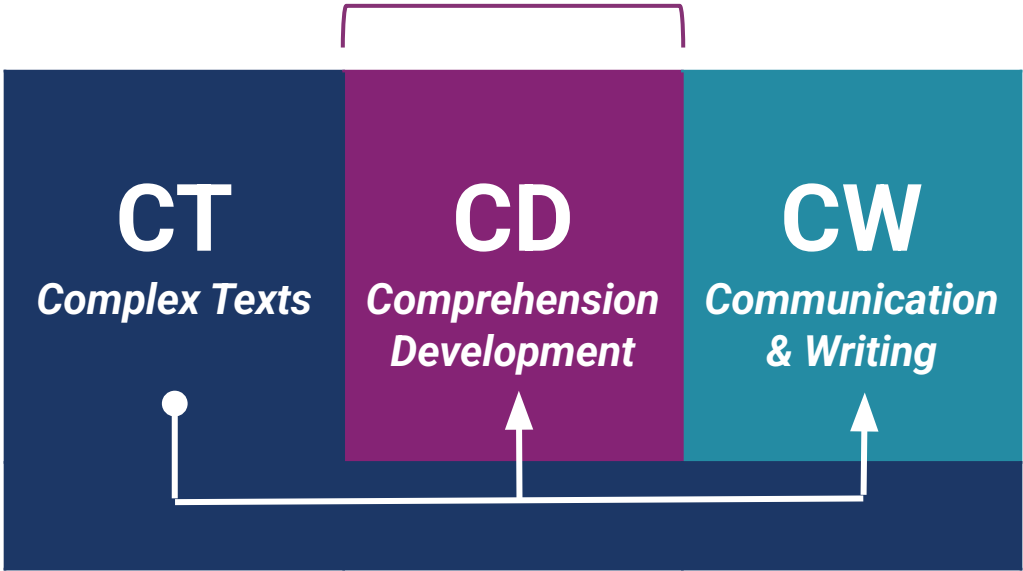
Redesigning the Structure



Major Changes | Strands



2017



Draft 2

Major Changes | Grade-Bands

CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.
RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.7.3 Analyze how particular elements of a story or drama interact.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

2017

CW.3	Objectives
K-1.CW.3 Demonstrate command of grades K-1 grammar and usage when writing and speaking.	K-1.CW.3.1 Use common, proper, and possessive nouns and match singular and plural nouns with the correct verbs in basic sentences.
	K-1.CW.3.2 Use verbs to convey a sense of time.
	K-1.CW.3.3 Use personal, possessive, and indefinite pronouns, adjectives, prepositions, and determiners correctly in sentences.
	K-1.CW.3.4 Use coordinating conjunctions.
2-3.CW.3 Demonstrate command of grades K-3 grammar and usage when writing and speaking.	2-3.CW.3.1 Use collective, abstract, regular and irregular plural nouns and reflexive pronouns.
	2-3.CW.3.2 Use regular and irregular verbs in simple tenses, ensuring subject-verb and pronoun-antecedent agreement.
	2-3.CW.3.3 Use comparative and superlative adjectives and adverbs, choosing between them based on what is being modified.
	2-3.CW.3.4 Use subordinating conjunctions.
4-5.CW.3 Demonstrate command of grades K-5 grammar and usage when writing and speaking.	4-5.CW.3.1 Use correlative conjunctions, relative pronouns, and relative adverbs.
	4-5.CW.3.2 Use progressive, perfect, and simple verb tenses to convey various times, sequences, states, and conditions, recognizing and correcting inappropriate shifts in tense.
	4-5.CW.3.3 Use prepositional phrases, and order adjectives within sentences according to conventional patterns.
	4-5.CW.3.4 Use comparative and superlative adjectives and adverbs, choosing appropriately based on what is being modified.
6-8.CW.3 Demonstrate command of grades K-8 grammar and usage when writing and speaking.	6-8.CW.3.1 Use subjective, objective, and possessive pronouns in the appropriate case and specify precise pronouns.
	6-8.CW.3.2 Use transitive/intransitive verbs appropriately and apply indicative, imperative, or interrogative moods.
	6-8.CW.3.3 Use adverbs that modify adjectives and adverbs, as well as adverbials that modify verbs, adjectives, adverbs, or clauses.
	6-8.CW.3.4 Use gerunds or participles appropriately.
9-10.CW.3 Demonstrate strategic command of grades K-10 grammar and usage when writing or speaking to create a unique style and voice.	9-10.CW.3.1 Use parallel structure to emphasize parity between ideas.
	9-10.CW.3.2 Use verbs in active and passive voice appropriate to purpose, audience, and task.
	9-10.CW.3.3 Use conditional moods to express causal relationships or hypothetical situations.
11-12.CW.3 Demonstrate strategic	11-12.CW.3.1 Use parallel structure to emphasize parity between ideas.

Draft 2

Major Changes | Fluency & Sentence Composition

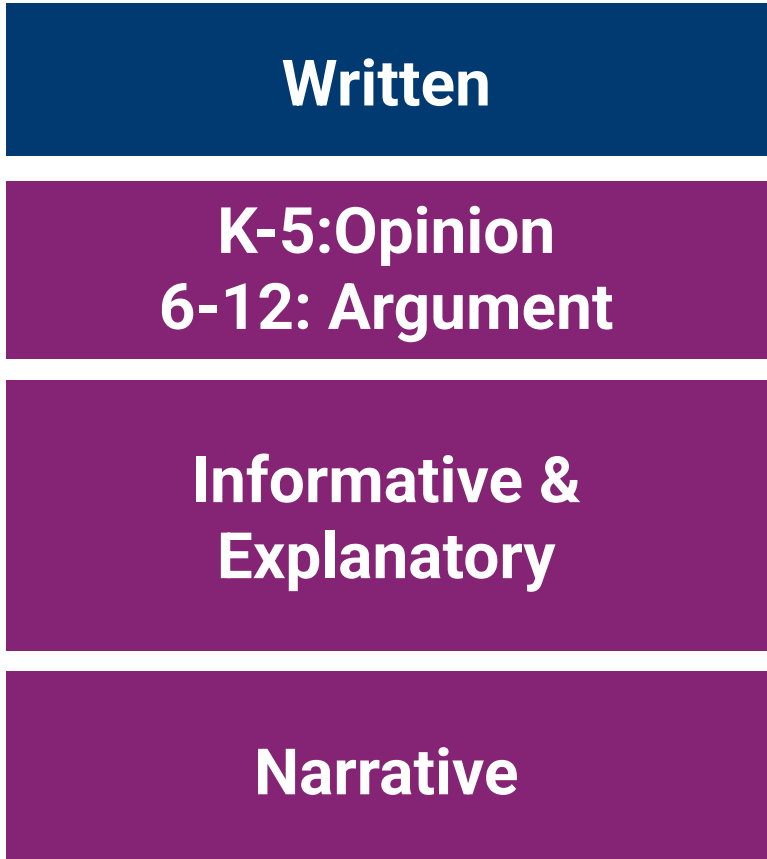
Fluency
RF.K.5 Read emergent-reader texts with purpose and understanding.
RF.1.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.2.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.3.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.4.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
RF.5.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

2017

CD.5	Objectives
K-1.CD.5 Orally read texts at the high end of the K-1 text complexity band with fluency to support comprehension.	K-1.CD.5.1 Read texts for a variety of purposes. K-1.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. K-1.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.
2-3.CD.5 Orally read texts at the high end of the 2-3 text complexity band with fluency to support comprehension.	2-3.CD.5.1 Read texts for a variety of purposes. 2-3.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. 2-3.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.
4-5.CD.5 Orally read texts at the high end of the 4-5 text complexity band with fluency to support comprehension.	4-5.CD.5.1 Read texts for a variety of purposes. 4-5.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. 4-5.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.
6-8.CD.5 Orally read texts at the high end of the 6-8 text complexity band with fluency to support comprehension.	6-8.CD.5.1 Read texts for a variety of purposes. 6-8.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. 6-8.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.
9-10.CD.5 Orally read texts at the high end of the 9-10 text complexity band with fluency to support comprehension.	9-10.CD.5.1 Read texts for a variety of purposes. 9-10.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. 9-10.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.
11-12.CD.5 Orally read texts at the high end of the 11-12 text complexity band with fluency to support comprehension.	11-12.CD.5.1 Read texts for a variety of purposes. 11-12.CD.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings. 11-12.CD.5.3 Confirm or self-correct word recognition and understanding, as necessary.

Draft 2

Major Changes | Text Types



2017



Draft 2

Major Changes | Grade 12

Grades 11-12
Standards

English IV

2017

Grade 12
Standards

English IV
Sections: STEM,
Arts, & Literature

Draft 1

Grades 11-12
Standards

English IV
Sections: STEM,
Arts, & Literature

Draft 2

Number of Standards and Objectives in Draft 2

Grade(s)	Current Standards		Draft 2	
K-1	139		81	
2-3	146		76	
4-5	158		74	
6-8	205		70	
9-10	83		69	
11-12	83		69	

Example from Middle Grades

RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.

RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.

RL.8.6 Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.



RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Example from Middle Grades

Draft 2

6-8.CD.2 Analyze how purpose and perspective shape the content and style of texts.	6-8.CD.2.1 Analyze how differing perspectives within and across texts contribute to their development, meaning, and style.
	6-8.CD.2.2 Analyze how structural choices shape meaning in texts, including how major sections, paragraphs, or sentences, develop and refine the perspective and purpose of the text.
	6-8.CD.2.3 Determine an author's perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	6-8.CD.2.4 Analyze how specific word choices impact meaning and tone.

A Closer Look At Text Complexity

6-8.C.1.3 Analyze how a text makes connections among, and distinctions between literary elements, individuals, ideas, or events.

How does the author use the relationship between ____ and ____ to reveal the theme?

Excerpt from *Charlotte's Web*

Wilbur blushed. "But I'm *not* terrific, Charlotte. I'm just about average for a pig."

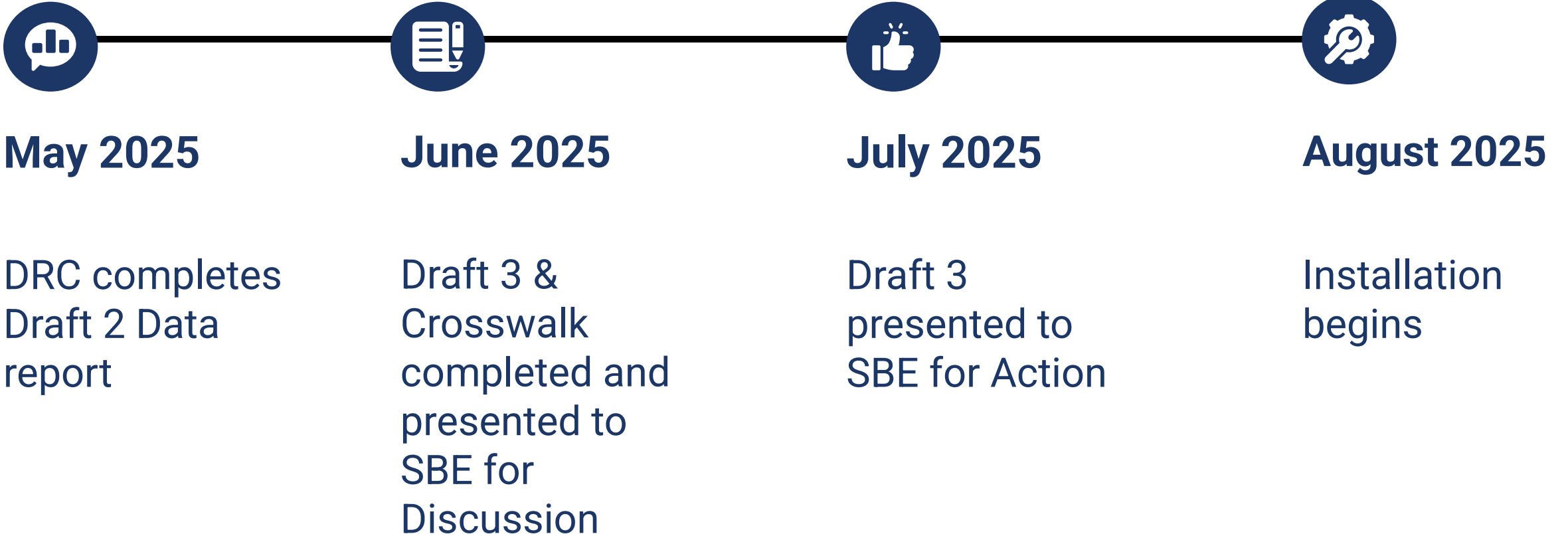
"You're terrific as far as *I'm* concerned," replied Charlotte, sweetly, "and that's what counts. You're my best friend, and *I* think you're sensational. Now stop arguing and go get some sleep!"

Excerpt from *The Giver*

"What if they were allowed to choose their own mate? And chose wrong? "Or what if," he went on, almost laughing at the absurdity, "they chose their own jobs?"

"Frightening, isn't it?" The Giver said. Jonas chuckled. "Very frightening. I can't even imagine it. We really have to protect people from wrong choices."

Timeline



Installation Phase

- 25-26 school year (tentative)
- Communication
 - PSU leadership
 - Educators
 - Parents
 - Other Stakeholders
- Professional Learning
 - Regional PD
 - Virtual
 - TBD
- Support Documents
 - Unpacking
 - Glossary
 - Crosswalk
 - Parent Guides
 - TBD
- Data Collection
 - Needs assessment
 - Quality Assurance Roundtable

Implementation Phase

- 26-27 school year (tentative)
- Communication
 - PSU leadership
 - Educators
 - Parents
 - Other Stakeholders
- Professional Learning
 - Regional PD
 - Virtual
 - TBD
- Support Documents
 - Based on data from the field
- Data Collection
 - Needs assessment
 - Quality Assurance Roundtable

Questions?