

# Standards to Students K-12 English Language Arts Standards

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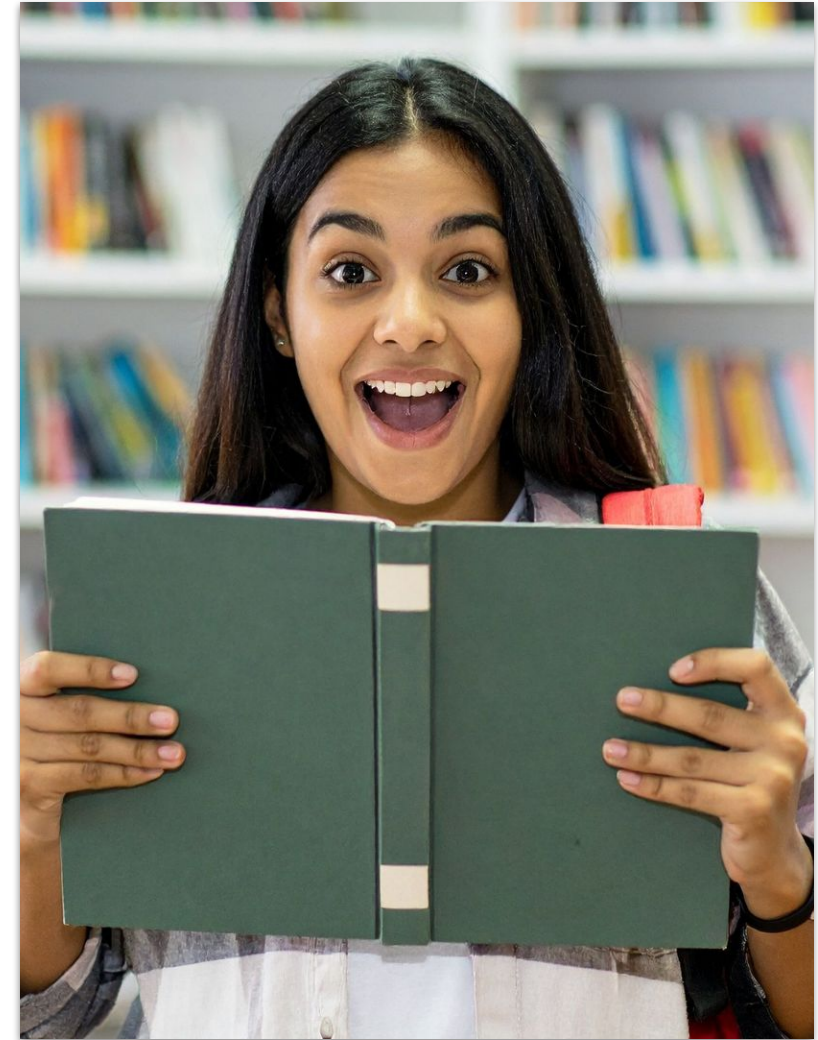
*December 2025*

# Desired Outcomes

**Share** the process for revising ELA standards.

**Present** Draft 4 and major changes from the 2017 SCOS.

**Highlight** a tentative ELA installation timeline.



# ACHIEVING EDUCATIONAL **EXCELLENCE**



**Prepare Each Student  
for Their Next Phase  
in Life**

Focus Area 2 | Elevate Teaching and Learning

## **ACTION 3**

Design a **Pre-K–12 Teaching and Learning Framework** with PSUs to set **shared expectations** for **standards-aligned instruction**, integrated supports and **access to high-quality learning** for **all students**.

“**Clear, coherent standards are the foundation of a unified Teaching and Learning Framework, ensuring every student experiences high-quality learning.**”

# Standards

English Language Arts  
in North Carolina



# Students

Transforming Expectations  
into Experiences

Integrated Model  
of Literacy

Spiraling to  
Deepen Mastery



Complex Text  
at the Center



Variety of  
Texts



Strong Foundations  
for Literacy

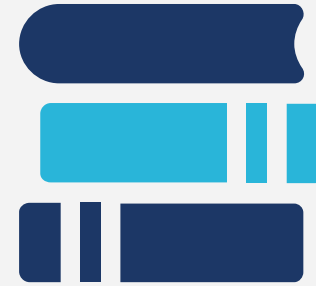


Meaningful  
Discourse



# Standards

ELA Standard  
Course of Study



# Curriculum

Texts  
Lessons  
Activities & Tasks  
Classroom Assessments

# Internal Procedures Manual

## North Carolina Standard Course of Study Internal Procedures Manual

For the Review, Revision, Installation, and  
Implementation of the NCSCOS

# Review of the Process



MAY 2024	DECEMBER 2024	MARCH 2025	SEPTEMBER 2025	OCTOBER 2025	NOVEMBER 2025
<p><b>Permission to Revise</b></p> <p>SBE approved request to begin revisions to the <b>2017 ELA Standard Course of Study</b>.</p>	<p><b>Draft 1 Completed</b></p> <p><b>Draft 1 released</b> and surveys opened on <b>December 5, 2024</b> and closed <b>January 9, 2025</b>.</p>	<p><b>Draft 2 Completed</b></p> <p><b>Draft 2 released</b> and surveys opened on <b>March 19, 2025</b> and closed <b>April 18, 2025</b>.</p>	<p><b>Draft 3 Completed</b></p> <p><b>Draft 3 released</b> and surveys opened on <b>September 5, 2025</b> and closed <b>October 1, 2025</b>. Focus groups held during this time.</p>	<p><b>Draft 3 Revisions Begin</b></p> <p><b>Writing Team reconvened</b> to develop <b>Draft 4</b> based on data and feedback.</p>	<p><b>Draft 4 Completed</b></p> <p><b>Draft 4 and Crosswalk</b> developed and <b>submitted to State Board</b>.</p>

# Impact of the Extended Timeline

## Aligned, Coherent, and Strengthened ELA Standards

**Deepened Alignment to  
the Science of Reading**

**Strengthened Coherence  
Across Grade Levels**



**Refined and Unbanded  
K–8 Standards**

**Expanded Stakeholder Engagement  
and Input**

# Cross-Functional Teams

- Grades K-2
- Grades 3-5
- Grades 6-12



*Thank you to our  
ELA writing teams  
for your expertise  
and partnership!*

# Developing Drafts 3 and 4



## Grade-Band Work

Within and Across  
Grade-Bands



## Vertical Alignment

K-12 Discussions  
and Revisions



## Consensus and Approval

Unanimously  
approved

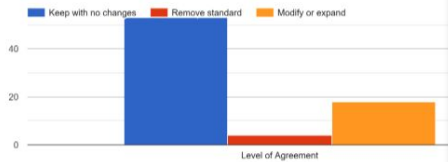
### Quantitative Data

The following graphs present the quantitative findings from the Draft 3 of the Proposed 2025 ELA Standard Course of Study general and standard-by-standard survey. The standard-by-standard graphs are organized by grade-band (K-2, 3-5, 6-8, 9-12) and strand (Complex Text, Comprehension Development, Communication & Writing); data is presented by grade-band.

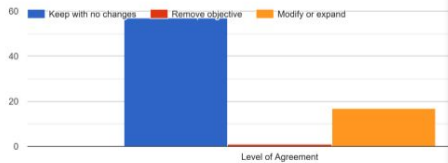
#### K-2 Grade-band: Kindergarten

Kindergarten: Complex Text Strand

K.CT.1.1 Read texts within the K-1 text complexity band and listen to texts within the 2-5 complexity band, applying skills from the kindergarten standards proficiently.



K.CT.1.1 Use self-monitoring, repeated reading, writing in response to texts, and discuss peers and adults to strengthen comprehension.



#### Grades 6-8 Overview

Middle school feedback is more mixed. Educators praise the intent and structure but note that some standards are overly complex, redundant, or ambiguous. Repeated calls for simpler language and clearer distinctions between grade levels appear throughout. Teachers recommend adding examples and performance indicators to show how mastery should evolve from grade 6 to 8.

#### Grades 9-12 Overview

High school teachers generally support the depth and rigor of the standards but express frustration with redundant phrasing and lack of clarity between 9-10 and 11-12 expectations. There is strong advocacy for simplifying academic jargon, providing annotated exemplars, and distinguishing between 'argument' and 'persuasion' in writing standards. Respondents also emphasize inclusion of diverse texts and modern digital writing forms.

#### Cross-Band Comparative Insights

##### Clarity and Simplicity

Across all grade levels, teachers consistently request plain, measurable language. Standards that are concise and specific are rated more favorably, while those with dense phrasing or multiple embedded objectives draw confusion.

##### Vertical Alignment

Educators across all bands highlight the need for clear progression of skill sophistication from one grade band to the next. Many standards appear identical or only slightly modified between grades, leading to uncertainty about instructional expectations.

##### Redundancy and Streamlining

From grades 6-12, redundancy is a repeated theme. Teachers recommend consolidating repetitive standards, especially in writing, grammar, and research strands, while maintaining balance between reading and composition.

##### Equity and Representation

Respondents advocate for standards that reflect diverse voices and modalities. This includes attention to digital literacy, multimodal composition, and culturally inclusive text selection. Teachers also note the need for stronger supports for ELL students.

##### Implementation and Assessment Alignment

Teachers across grade levels express concern about ensuring vertical and horizontal alignment between standards and state assessments. They request professional learning, exemplar materials, and clear rollout guidance to promote consistent application statewide.

##### Summary of Teacher Sentiment by Grade Band

- K-2: Highly positive; clear and developmentally appropriate.



# 690 RESPONSES

Regional, Chief Academic Officers, and Institute of Higher Education Focus Groups



# 85% "KEEP"

K-12 Standards & Objectives



# EXPERT INPUT

National Literacy Experts

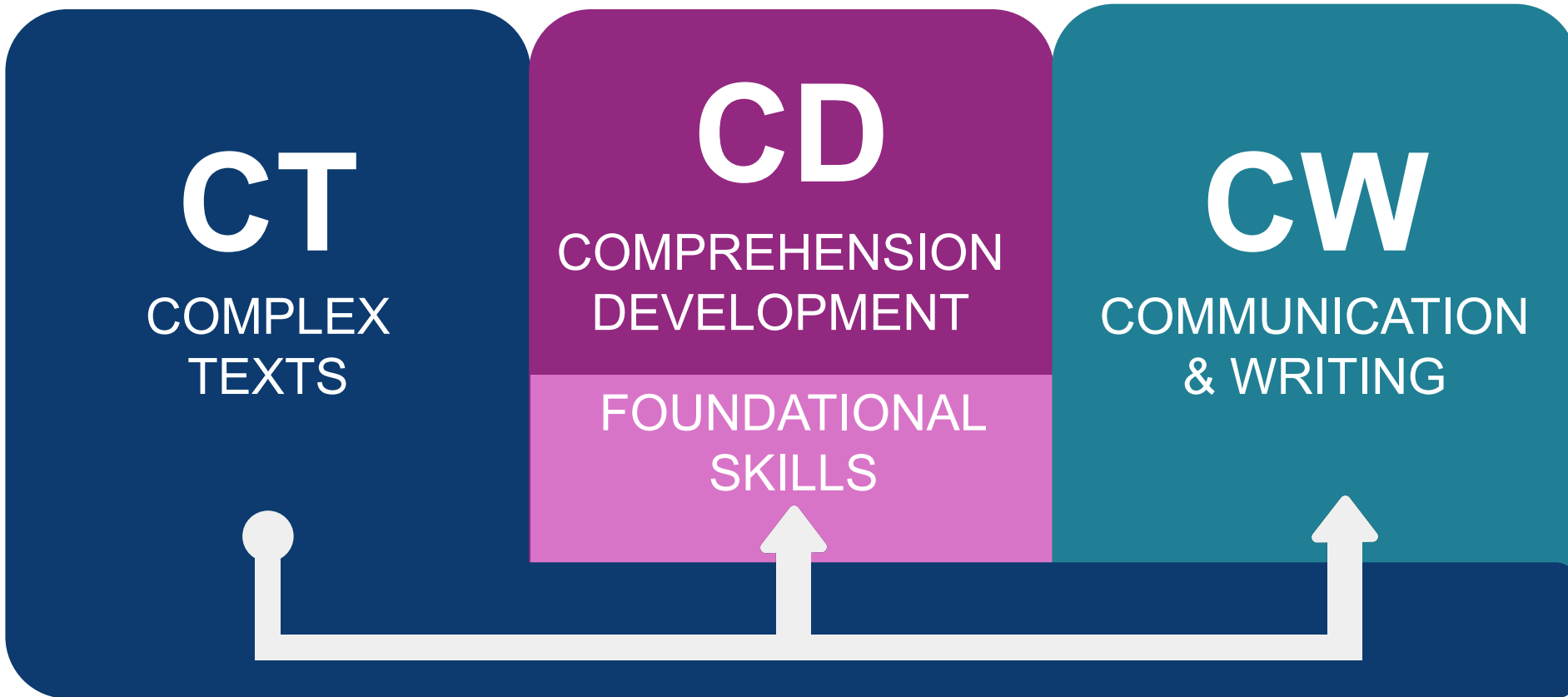
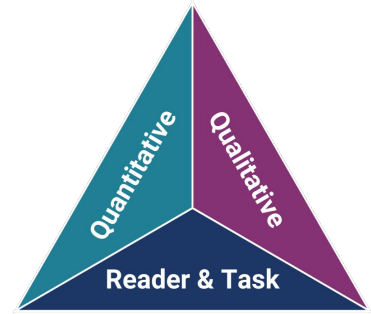
# Draft 3 Data

# Fundamental Principles

## Grounding Aligned ELA Instruction

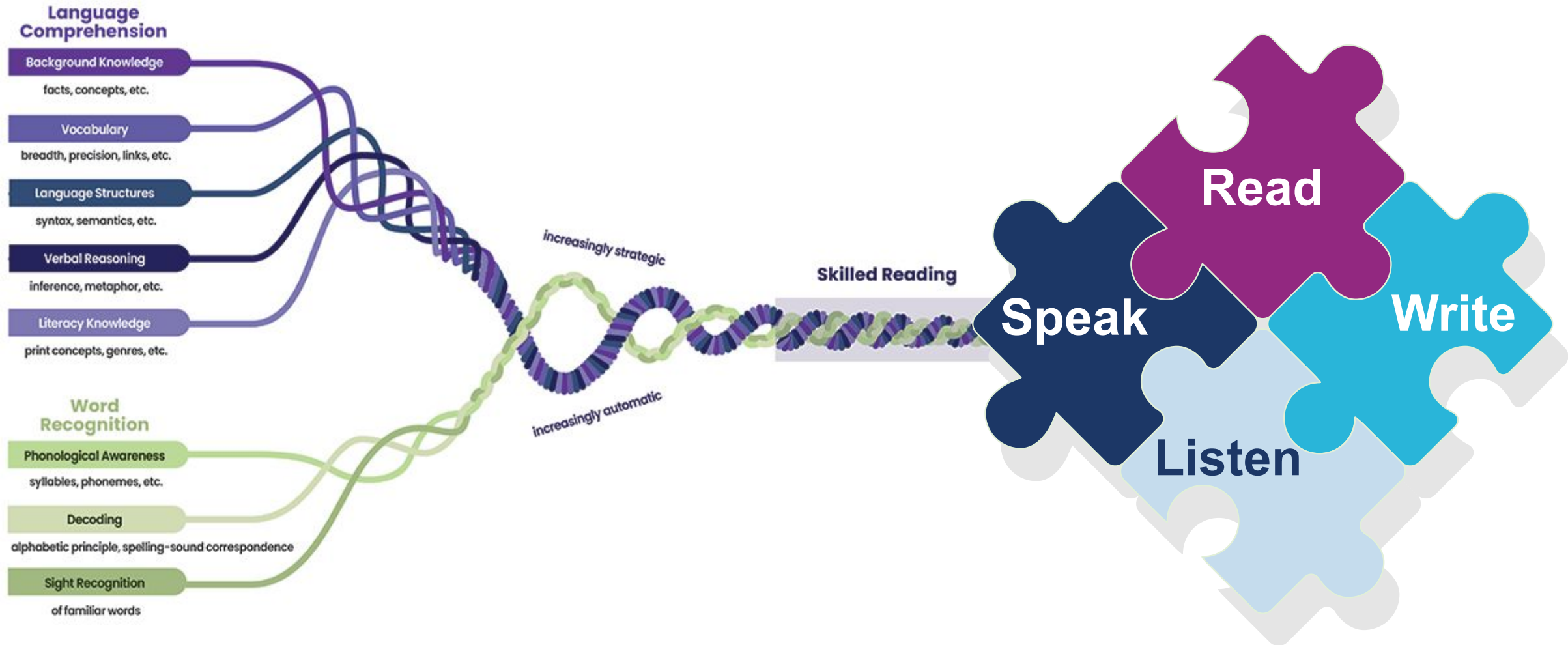
# Principle #1

## Text at the Center



# Principle #2

## Integrated Model of Literacy & Spiraling



# Principle #3

## Variety of Texts



### Genre

Historical Fiction,  
Non-Fiction, Poetry,  
Short Story, Tragedy,  
Mystery, etc.



### Modes

Images, Text,  
Audio, Gestures,  
Video, etc.



### Format

Print, Non-Print,  
Static, or Dynamic



### Length

Entire Texts,  
Passages, Chapters,  
Paragraphs, etc.

# Major Changes

Draft 4

# Major Changes

## Current Structure

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



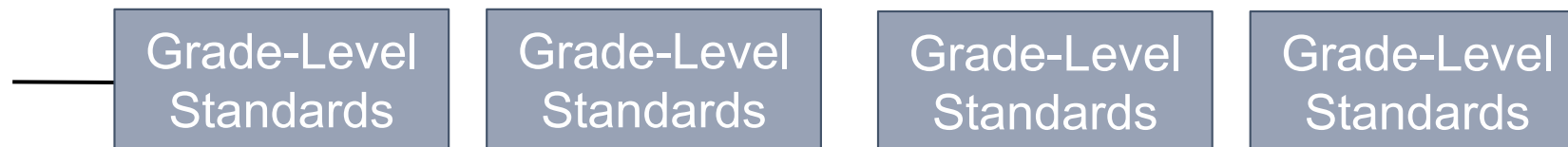
Phonics and Word Recognition, Knowledge of Language, Collaboration and Communication, etc.



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



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



# Major Changes Draft 4 Structure

## Fundamental Principles

**Complex  
Texts**

**Foundational Skills**

**Communication  
& Writing**

**Comprehension Development**

**Grade-Level Standards**

**Grade-Level Standards**

**Grade-Level Standards**

**Grade-Level Objectives**

**Grade-Level Objectives**

**Grade-Level Objectives**

# Major Changes Format

## Includes Only Grade-level Standards

**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.

## Current

## Standard & Objective

Complex Texts Strand	
CT.1	Objectives
<b>K.CT.1</b> Read texts within the K-1 text complexity band and listen to texts within the 2-3 text complexity band, applying skills from the kindergarten standards proficiently.	<b>K.CT.1.1</b> Ask and answer questions about key details in a text.
	<b>K.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>K.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
<b>1.CT.1</b> Read texts within the K-1 text complexity band and listen to texts at the high end of the 2-3 text complexity band, applying the skills from the grade 1 standards proficiently.	<b>1.CT.1.1</b> Ask and answer questions about key details in a text.
	<b>1.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>1.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
<b>2.CT.1</b> Independently read and listen to texts within the 2-3 text complexity band, applying skills from the grade 2 standards proficiently.	<b>2.CT.1.1</b> Ask and answer questions about key details, referring explicitly to the text as the basis for the answers.
	<b>2.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>2.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
	<b>2.CT.1.4</b> Recognize the choices and features used by authors and transfer those techniques to communication and writing.
<b>3.CT.1</b> Independently read and listen to texts at the high end of the 2-3 text complexity band, applying skills from the grade 3 standards proficiently.	<b>3.CT.1.1</b> Ask and answer questions about key details, referring explicitly to the text as the basis for the answers.
	<b>3.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>3.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
	<b>3.CT.1.4</b> Recognize the choices and features used by authors and transfer those techniques to communication and writing.

## Draft 4

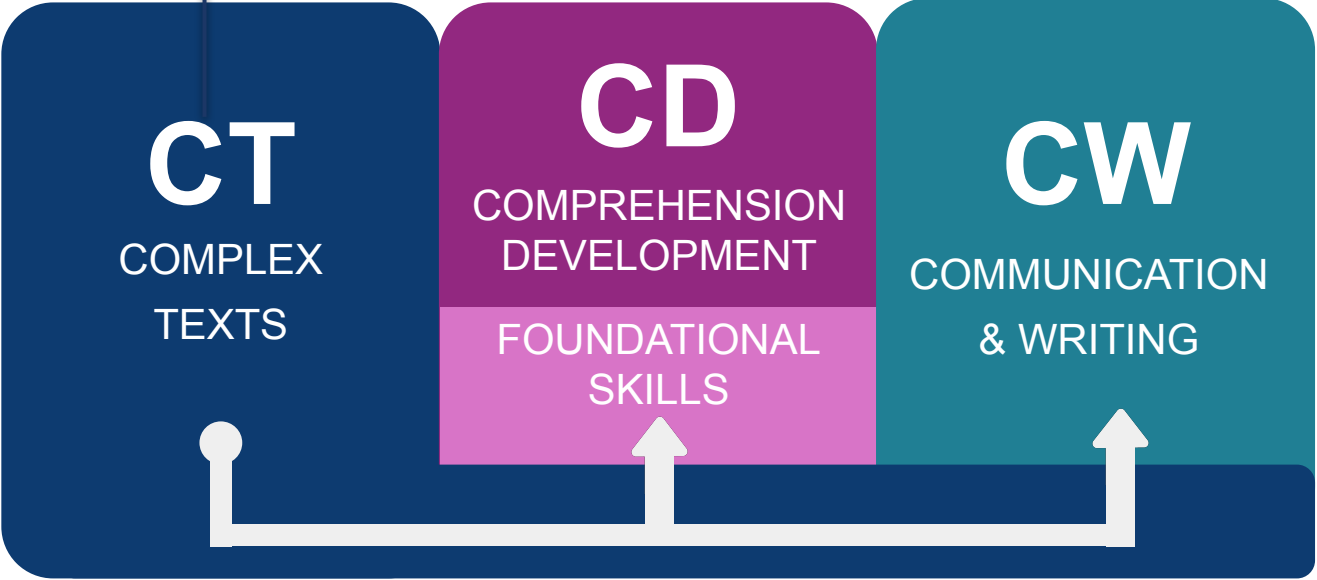
# Major Changes Text Complexity

## Text Complexity Addressed Only in Reading Standard 10

<b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.
<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.
<b>RL.1.10</b> With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.
<b>RL.2.10</b> By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.3.10</b> By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.4.10</b> By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.5.10</b> By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.6.10</b> By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.7.10</b> By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
<b>RL.8.10</b> By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

Current

## Complex Texts Strand Integrated Across All Strands



Draft 4

# Major Changes Genres

## Organized Reading Around Two Major Genres: Literature and Informational Texts

**CCR Anchor Standard R.10** – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.

**RL.K.10** Actively engage in group reading activities with purpose and understanding.

**RL.1.10** With prompting and support, read and understand literature of appropriate complexity for grade 1 for sustained periods of time.

**RL.2.10** By the end of grade 2, read and understand literature within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.3.10** By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.4.10** By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.5.10** By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.6.10** By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.7.10** By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**RL.8.10** By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

**Current**

**Expands to Texts of Varying  
Types for Greater Flexibility**

Complex Texts Strand	
CT.1	Objectives
<b>K.CT.1</b> Read texts within the K-1 text complexity band and listen to texts within the 2-3 text complexity band, applying skills from the kindergarten standards proficiently.	<b>K.CT.1.1</b> Ask and answer questions about key details in a text.
	<b>K.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>K.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
<b>1.CT.1</b> Read texts within the K-1 text complexity band and listen to texts at the high end of the 2-3 text complexity band, applying the skills from the grade 1 standards proficiently.	<b>1.CT.1.1</b> Ask and answer questions about key details in a text.
	<b>1.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>1.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
<b>2.CT.1</b> Independently read and listen to texts within the 2-3 text complexity band, applying skills from the grade 2 standards proficiently.	<b>2.CT.1.1</b> Ask and answer questions about key details, referring explicitly to the text as the basis for the answers.
	<b>2.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>2.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
	<b>2.CT.1.4</b> Recognize the choices and features used by authors and transfer those techniques to communication and writing.
<b>3.CT.1</b> Independently read and listen to texts at the high end of the 2-3 text complexity band, applying skills from the grade 3 standards proficiently.	<b>3.CT.1.1</b> Ask and answer questions about key details, referring explicitly to the text as the basis for the answers.
	<b>3.CT.1.2</b> Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension.
	<b>3.CT.1.3</b> Draw on a wide reading of texts to build knowledge and vocabulary.
	<b>3.CT.1.4</b> Recognize the choices and features used by authors and transfer those techniques to communication and writing.

**Draft 4**

# Major Changes Foundational Skills

## Limits Foundational Skills to K–5

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

Current

Extends  
Foundational Skills  
to Grades 6–12  
and Adds Oral  
Language in K–2

CD.F.4	
<b>K.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>K.CD.F.4.1</b> Read texts for a variety of purposes. <b>K.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>K.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings. <b>K.CD.F.4.4</b> Identify upper and lowercase letters. <b>K.CD.F.4.5</b> Read decodable consonant-vowel-consonant words automatically in isolation and in connected text.
<b>1.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>1.CD.F.4.1</b> Read texts for a variety of purposes. <b>1.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>1.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>2.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>2.CD.F.4.1</b> Read texts for a variety of purposes. <b>2.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>2.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>3.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>3.CD.F.4.1</b> Read texts for a variety of purposes. <b>3.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>3.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>4.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>4.CD.F.4.1</b> Read texts for a variety of purposes. <b>4.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>4.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>5.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>5.CD.F.4.1</b> Read texts for a variety of purposes. <b>5.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>5.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>6.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>6.CD.F.4.1</b> Read texts for a variety of purposes. <b>6.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>6.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>7.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>7.CD.F.4.1</b> Read texts for a variety of purposes. <b>7.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>7.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>8.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>8.CD.F.4.1</b> Read texts for a variety of purposes. <b>8.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>8.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>9–10.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>9–10.CD.F.4.1</b> Read texts for a variety of purposes. <b>9–10.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>9–10.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.
<b>11–12.CD.F.4</b> Orally read texts with fluency to support comprehension.	<b>11–12.CD.F.4.1</b> Read texts for a variety of purposes. <b>11–12.CD.F.4.2</b> Confirm or self-correct word recognition and understanding, as necessary. <b>11–12.CD.F.4.3</b> Read texts with accuracy, appropriate rate, and prosody on successive readings.

Draft 4

# Major Changes Language & Vocabulary

Integrates Language & Oral Language Across All Strands

## Separate Language + Speaking & Listening Strands

**CCR Anchor Standard L.4** – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate.

**L.K.4** Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.

**L.1.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies: context clues, word parts and word relationships.

**L.2.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.

**L.3.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.4.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.5.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.6.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.7.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.8.4** Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.9-10.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

**L.11-12.4** Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Current

CD.4	Objectives
<b>5.CD.4 Apply knowledge of K-5 language and its conventions when writing, speaking, reading, and listening.</b>	<b>5.CD.4.1</b> Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts.
	<b>5.CD.4.2</b> Recognize, interpret, and use similes, metaphors, idioms, adages, and proverbs.
	<b>5.CD.4.3</b> Differentiate between contexts, audiences, and purposes that call for formal and informal English.
<b>6.CD.4 Apply knowledge of K-6 language and its conventions when writing, speaking, reading, and listening.</b>	<b>5.CD.4.4</b> Use intentional words, phrases, punctuation, and sentence choices to convey ideas or enhance meaning, style, or interest.
	<b>6.CD.4.1</b> Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts.
	<b>6.CD.4.2</b> Recognize, interpret and use figurative language and literary elements.
	<b>6.CD.4.3</b> Differentiate between contexts, audiences, and purposes that call for formal and informal English.
	<b>6.CD.4.4</b> Addressed in 6.CD.4.2.
<b>7.CD.4 Apply knowledge of K-7 language and its conventions when writing, speaking, reading, and listening.</b>	<b>6.CD.4.5</b> Interpret the syntax of phrases, clauses, and sentences to comprehend texts within the 6-8 text complexity band.
	<b>7.CD.4.1</b> Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts.
	<b>7.CD.4.2</b> Recognize, interpret and use figurative language and literary elements.
	<b>7.CD.4.3</b> Differentiate between contexts, audiences, and purposes that call for formal and informal English.
	<b>7.CD.4.4</b> Addressed in 7.CD.4.2.
<b>8.CD.4 Apply knowledge of K-8 language and its conventions when writing, speaking, reading, and listening.</b>	<b>7.CD.4.5</b> Interpret the syntax of phrases, clauses, and sentences to comprehend texts within the 6-8 text complexity band.
	<b>8.CD.4.1</b> Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts.
	<b>8.CD.4.2</b> Recognize, interpret and use figurative language, as well as rhetorical and literary elements.

Draft 4

# Major Changes Grammar & Conventions

Uses a Grade-by-Grade Progression for Skill Development

Uses  
Continua  
Format

L1 – GRAMMAR CONTINUUM					
SKILL	K-1	2-3	4-5	6-8	9-12
<b>Subject/Verb Agreement</b>	<ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure subject/verb agreement</li> </ul>	Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)</li> <li>Use common, proper, and possessive nouns</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of nouns</li> <li>Use collective nouns (such as group)</li> <li>Form and use frequently occurring regular and irregular plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use abstract nouns (such as courage)</li> <li>Continue to use regular and irregular plural nouns</li> </ul>		
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Form frequently occurring verbs</li> <li>Convey sense of time</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of verbs</li> <li>Form and use past tense of frequently occurring irregular verbs</li> <li>Form and use regular and irregular verbs</li> <li>Form and use simple verb tenses</li> <li>Form and use the perfect verb tenses</li> <li>Convey sense of various times, sequences</li> <li>Recognize inappropriate shifts in verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Form and use progressive verb tenses</li> <li>Use modal auxiliaries (such as may or must)</li> <li>Continue to form and use the perfect verb tenses</li> <li>Convey sense of various times, sequences, states, and conditions</li> <li>Recognize and correct inappropriate shifts in verb tense</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of verbals (such as gerunds or participles)</li> <li>Form and use verbs in active and passive voice</li> <li>Form and use indicative, imperative, interrogative, conditional moods</li> <li>Recognize and correct inappropriate shifts in voice and mood</li> <li>Form and use transitive/intransitive verbs</li> </ul>	
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Use frequently occurring adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Explain the function of adjectives</li> <li>Accurately choose which to use – adjective or adverb</li> </ul>	<ul style="list-style-type: none"> <li>Form and use comparative and superlative adjectives and accurately choose which to use – adjective or adverb</li> <li>Order adjectives within sentences according to conventional patterns</li> </ul>	<ul style="list-style-type: none"> <li>Form and use compound adjectives</li> </ul>	

Current

CW.2	Objectives
<b>K.CW.2 Demonstrate command of grades K grammar and usage when writing and speaking.</b>	<b>K.CW.2.1</b> Explain the function of nouns, verbs, and adjectives.
	<b>K.CW.2.2</b> Use nouns and verbs to share complete thoughts, including forming and using plural nouns by adding /s/ or /es/.
	<b>K.CW.2.3</b> Use prepositions.
	<b>K.CW.2.4</b> Use adjectives.
<b>1.CW.2 Demonstrate command of grades K-1 grammar and usage when writing and speaking.</b>	<b>1.CW.2.1</b> Explain the function of pronouns and determiners.
	<b>1.CW.2.2</b> Use common, proper, and possessive nouns, ensuring singular and plural nouns agree with their matching verbs.
	<b>1.CW.2.3</b> Form and use action verbs by adding -ing, -ed, or -s, and use them to convey past, present, and future tenses.
	<b>1.CW.2.4</b> Use personal, possessive, and indefinite pronouns.
	<b>1.CW.2.5</b> Use determiners to introduce nouns.
	<b>1.CW.2.6</b> Use coordinating conjunctions.
<b>2.CW.2 Demonstrate command of grades K-2 grammar and usage when writing and speaking to create a unique style and voice.</b>	<b>2.CW.2.1</b> Explain the function of adverbs.
	<b>2.CW.2.2</b> Form and use abstract nouns, collective nouns and frequently occurring irregular plural nouns.
	<b>2.CW.2.3</b> Form and use the past tense of frequently occurring irregular verbs.
	<b>2.CW.2.4</b> Use reflexive and relative pronouns.
	<b>2.CW.2.5</b> Use adjectives and adverbs, selecting an appropriate one based on what is being modified.
	<b>2.CW.2.6</b> Use subordinating conjunctions.
<b>3.CW.2 Demonstrate command of grades K-3 grammar and usage when writing and speaking to create a unique style and voice.</b>	<b>3.CW.2.1</b> Explain the function of prepositions.
	<b>3.CW.2.2</b> Use regular and irregular verbs in simple tenses, ensuring subject-verb and pronoun-antecedent agreement.
	<b>3.CW.2.3</b> Use relative adverbs.
	<b>3.CW.2.4</b> Form and use prepositional phrases.
	<b>3.CW.2.5</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
<b>4.CW.2 Demonstrate command of grades K-4 grammar and</b>	<b>4.CW.2.1</b> Explain the function of interjections.
	<b>4.CW.2.2</b> Form and use the progressive verb aspect.

Draft 4

# Major Changes Text Types

## Written

K-5: Opinion  
6-12: Argument

Informative &  
Explanatory

Narrative

Current

Includes  
Only Three  
Written  
Text Types

Expands to Additional Written  
and Spoken Text Types  
for Greater Flexibility

Written & Spoken

K-5: Opinion  
6-12: Persuasive

K-5: Informative &  
Explanatory  
6-12: Expository

Poetry, Descriptive,  
& Narrative

Draft 4

# Summary of Major Changes

2017 SCOS	Draft 4
Singular Standards	Standards & Objectives
Four Strands with Three Substrands, Anchors, & Clusters	Three Strands with One Substrand
Text Complexity Addressed in a Standard	Text Complexity is a Strand and Addressed in All Standards
Literature & Informational Texts	Variety of Text Genres, Formats, & Modes
Foundational Skills Span K-5, Oral Language integrated into Speaking & Listening	Foundational Skills Span K-12, Explicit Standards and Objectives for Oral Language in K-2
Language Structures & Vocabulary in Separate Strand	Language Structures & Vocabulary Integrated Across Strands
Grammar & Conventions in Language Continua	Grammar & Conventions listed explicitly as objectives
Writing Types: Opinion/Argument, Informational & Explanatory, Narrative	Writing & Speaking Types: Opinion/Persuasive; Informational & Explanatory/Expository; Poetry, Descriptive, & Narrative

# Extended Content Standards

Alternate Achievement Standards

# Students with Disabilities

99%

- Participate in Standard Course of Study Assessments with or without Accommodations
- Receive a High School Diploma

Standard  
Course of Study

1%

- For Students with Significant Cognitive Disabilities
- Placement Decision Made by the IEP Team
- Participate in an Alternate Assessment (NCExtend1)
- Receive a Graduation Certificate

Extended  
Content Standards

# Differences | Standards



**Taxonomy**  
Breadth & Depth



**Alignment**  
K-2 Standards & Objectives



**Continuation**  
3-12 Standards & Objectives

# Recommendations for Implementation



**25-26 SY**

**Installation**



**26-27 SY**

**Installation**



**27-28 SY**

**Initial  
Implementation**

State Assessments Aligned  
to the New Standards

# Tentative Installation Timeline 25-26 SY

January 2026	MARCH 2026	APRIL 2026	MAY 2026	JUNE 2026	JULY 2026
<p><b>Release Standards to the Field</b></p> <p>Standards, Crosswalk, Installation Timeline, Comms Toolkit, &amp; FAQ released.</p> <p>Begin unpacking documents.</p>	<p><b>Release New Resources</b></p> <p>Standards Update <b>Webinar provided</b> and <b>Unpacking</b> and <b>Glossary released.</b></p>	<p><b>Registration for Professional Development Opens</b></p> <p><b>In-person, regional PD</b> opens and <b>PD content</b> and materials are developed.</p>	<p><b>Standard Resource Team Application Opens</b></p> <p><b>Scope of Work</b> and <b>application</b> is released. Standard Resource Team members selected.</p>	<p><b>Regional Professional Development</b></p> <p><b>PD provided in-person</b> in all 8 regions.</p> <p><b>PD also provided virtually.</b></p>	<p><b>Begin Resource Development for 26-27</b></p> <p><b>PD concludes</b> and <b>resource creation</b> begins. <b>SRT</b> begins work.</p>

# Tentative Installation Timeline 26-27 SY

SEPTEMBER 2026	DECEMBER 2026	JANUARY 2027	MARCH 2027	MAY 2027	SUMMER 2027
<p><b>Begin Internal, Statewide &amp; PSU-Specific PD</b></p> <p>Standards PD provided via webinar series and leader meetings. Monthly communication continues.</p>	<p><b>Release New Resources</b></p> <p><b>Standards Update Webinar</b> provided and additional <b>new resources released</b>, including <b>Parent/Caregiver Guide</b>.</p>	<p><b>Registration for Professional Development Opens</b></p> <p><b>In-person, regional PD opens</b> and <b>PD content</b> and <b>materials</b> begin to be <b>developed</b>.</p>	<p><b>Release New Resources</b></p> <p><b>Standards Update Webinar</b> provided and <b>additional new resources</b> released.</p>	<p><b>Regional Professional Development</b></p> <p><b>PD provided in-person</b> in all 8 regions.</p> <p>PD will include <b>foundational skills PD</b> for <b>secondary</b>.</p>	<p><b>Begin Resource Development for 27-28</b></p> <p>PD concludes and <b>planning for initial implementation</b> begins.</p>

# Resources to be Released

## 25-26 SY

FAQ & Comms Toolkit

\*Unpacking Documents

Glossary

Vertical Progression

NAEP & ACT Mapping

## 26-27 SY

Parent/Caregiver Guide

Morphology & Word Work

Grammar and  
Conventions

Fluency

Sentence Composition

## Beyond

English IV Frameworks

Mapping for English  
Language Development,  
Social Emotional  
Learning, Digital Learning  
Standards, and other  
DPI Frameworks

# Standards

English Language Arts  
in North Carolina



# Students

Transforming Expectations  
into Experiences

Integrated Model  
of Literacy

Spiraling to  
Deepen Mastery



Complex Text  
at the Center



Variety of  
Texts



Strong Foundations  
for Literacy



Meaningful  
Discourse

# Questions?

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