

Redesigning Standards: Draft 1 K-12 English Language Arts Standards

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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?

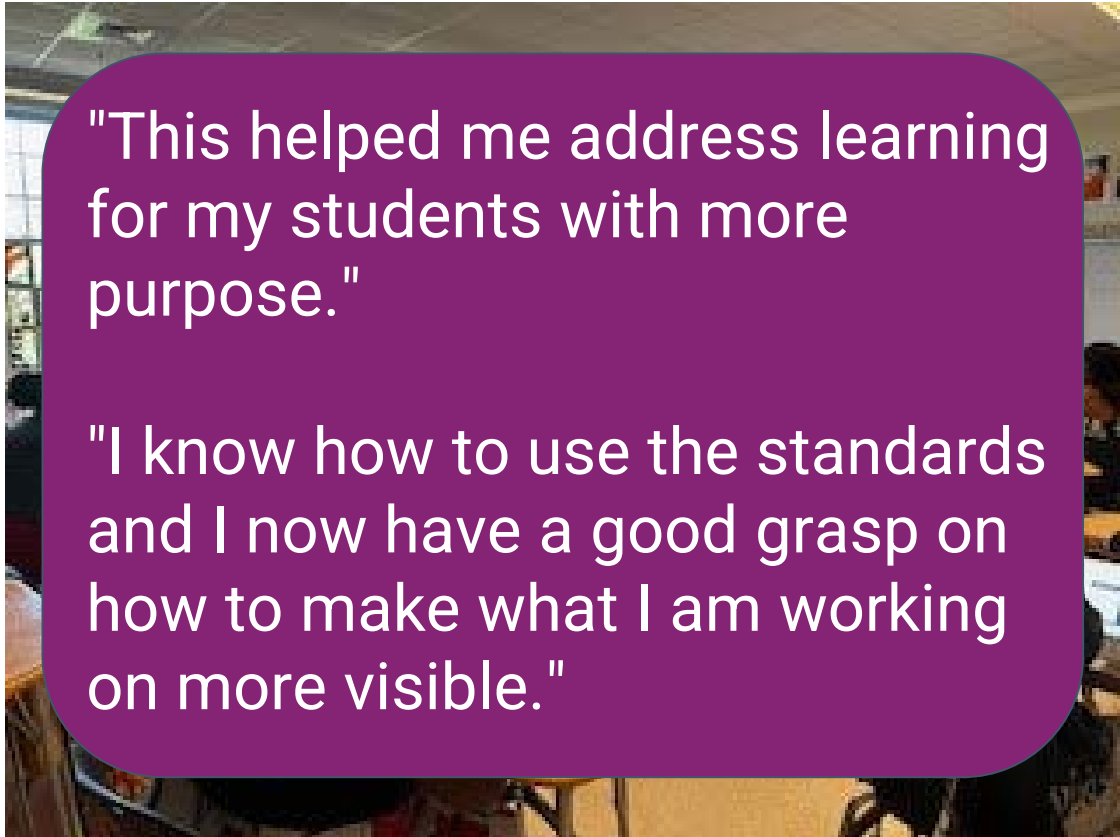
First Annual Standards Academy

2-day event held in August at the Durham School of the Arts

All areas of the standard course of study presented, including Honors, CTE, DTL, and EC

Close to 200 attendees

Goal: Support new teachers (all welcome!) with understanding the standards

A photograph of a classroom or meeting room with a purple text box overlaid. The text box contains two quotes. The background shows a room with tables, chairs, and people, though they are out of focus.

"This helped me address learning for my students with more purpose."

"I know how to use the standards and I now have a good grasp on how to make what I am working on more visible."

Two conferences - **One powerful event**

Empowering Educators Elevating Outcomes

**Growing
Success
for MLs**

**The
Standards
Academy**

**Save
the
Date**

More information
coming soon!

WEST Buncombe County **June 24 - 26**

EAST Chatham County **July 22 - 24**



**STANDARDS
ACADEMY 2025**



Redesigning Science!

Standards That Engage and Build Durable Skills

Scientific & Engineering Practice	How Students are Engaging with Science
Ask Questions and Define Problems	Asking and refining questions to clarify what is needed to test ideas about the natural world or find solutions to solve engineering problems.
Develop and Use Models	Using or constructing models to represent ideas, develop new questions and revise scientific explanations or proposed engineering systems.
Plan and Carry Out Investigations	Planning and carrying out data driven investigations through labs and field experiences in/out of the classroom working collaboratively as well as individually.
Analyze and Interpret Data	Analyzing data using tools, technologies, and/or models in order to recognize patterns and make valid and reliable scientific claims
Use Mathematics & Computational Thinking	Using mathematics to recognize, express, and apply quantitative relationships.
Construct Explanations	Apply scientific ideas, principles, and/or evidence to explain phenomena and solve design problems.
Engage in Argument from Evidence	Listening to, comparing, and evaluating ideas and methods based on evidence.
Obtain, Evaluate, and Communicate Information	Using multiple sources of information to obtain, critique and communicate ideas visually, verbally, or in writing, both individually and in groups.

External Implementation Guide - Office of Academic Standards

Welcome to the External Implementation Guide!

The External Implementation Guide is a repository for all North Carolina Standard Course of Study (NCSCS) stakeholder area. The range of resources offers users an opportunity to determine their own specific needs and find materials that

This Canvas repository can be accessed with or without a Canvas account. Browse through resources to help you learn

**Note: This Canvas LMS hub is a free online resource for educators in NC public schools. The information shared is subject to web pages. NCDPI does not endorse and makes no warranties, representations, or undertakings relating to the content of this*

For questions about the resources in the External Implementation Guide, [contact Kelly.Schultz@dpi.nc.gov](mailto:Kelly.Schultz@dpi.nc.gov).

CONTENT

Access the repository content by clicking on the respective content buttons below.



Arts



ELA



ELD



Healthful Living



Math



Science



Social Studies



World Languages



Student Success Standards



Literacy Instruction Standards



NCSCOS Searchable Spreadsheets



Portrait of a Graduate



Installation Planning



Spanish Translation Documents

Support Documents

CONTENT/RESOURCES

Access the resource hub content by selecting the respective content buttons below.



Motion and Stability: Forces and Interactions

Standard and Objectives:

PS.3.2 Understand motion and factors that affect motion.

[PS.3.2.1](#) Carry out investigations to infer changes in speed or direction resulting from forces acting on an object.

[PS.3.2.2](#) Carry out investigations to compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

[PS.3.2.3](#) Use models to explain the effect of Earth's gravity on the motion of any object on or near the Earth.

Objective: PS.3.2.1 Carry out investigations to infer changes in speed or direction resulting from forces acting on an object.

Boundary Statement: Emphasis is on relative speed. Calculating speed is beyond the standard.

Dimension 1: Science and Engineering Practice: Plan and Carry Out Investigations: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. ([NSTA SEP Matrix](#))

Dimension 2: Crosscutting Concepts: Patterns; Cause and Effect

Note: Crosscutting concepts (CCC) are used in combination with SEPs to help students with sensemaking in science. Please note teachers may choose one or more of the seven Crosscutting Concepts for a given standard ([A Framework for K-12 Science Education](#)).

Dimension 3: Disciplinary Core Ideas:

- [PS2.A](#) Each force acts on one particular object and has both a strength and a direction ([A Framework for K-12 Science Education](#)).

What does it look like to demonstrate proficiency?

Revised Bloom's Taxonomy: Infer - Drawing a logical conclusion from presented information

- Students know:
 - changes in speed or direction of motion are caused by forces.
 - an object is in motion when its position is changing relative to another object.
 - the motion of objects can be changed by pushing or pulling.
- Students infer the amount of change in motion is related to the amount of force (push or pull) applied to the object.

Support Documents

Support Documents

- Student explain patterns of change can be used to make predictions (e.g., greater push on object = greater the distance traveled)
- **Plan and Carry Out Investigations-** Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

Academic Language

Questions/Sentence Stems that utilize academic language:

- What patterns do you observe in the data? (*e.g. pushes or pulls are needed to change motion*)
- What caused the patterns you observed? (*The change in the push or pull applied to the object*).
- What do you predict would happen if...?
- When an object's position is changing it is said to be in _____. (*motion*)
- The motion of an object can be changed by _____ and/or _____. (*pushing, pulling*)

Words to support student discourse: speed, direction, force, motion, strength, patterns, pushing, pulling, observe, measure, evidence

Redesigning English Language Arts!

Standards



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

Curriculum



Texts
Lesson Plans
Activities
Tasks
Classroom
Assessments

Review Phase Timeline 2024-2025



May 2024

SBE
approved
request to
begin
revision



**June - July
2024**

SWT
selected

SWT
meetings



**August -
November 2024**

Draft 1
created



December 2024

Release
Draft 1
surveys to
the field

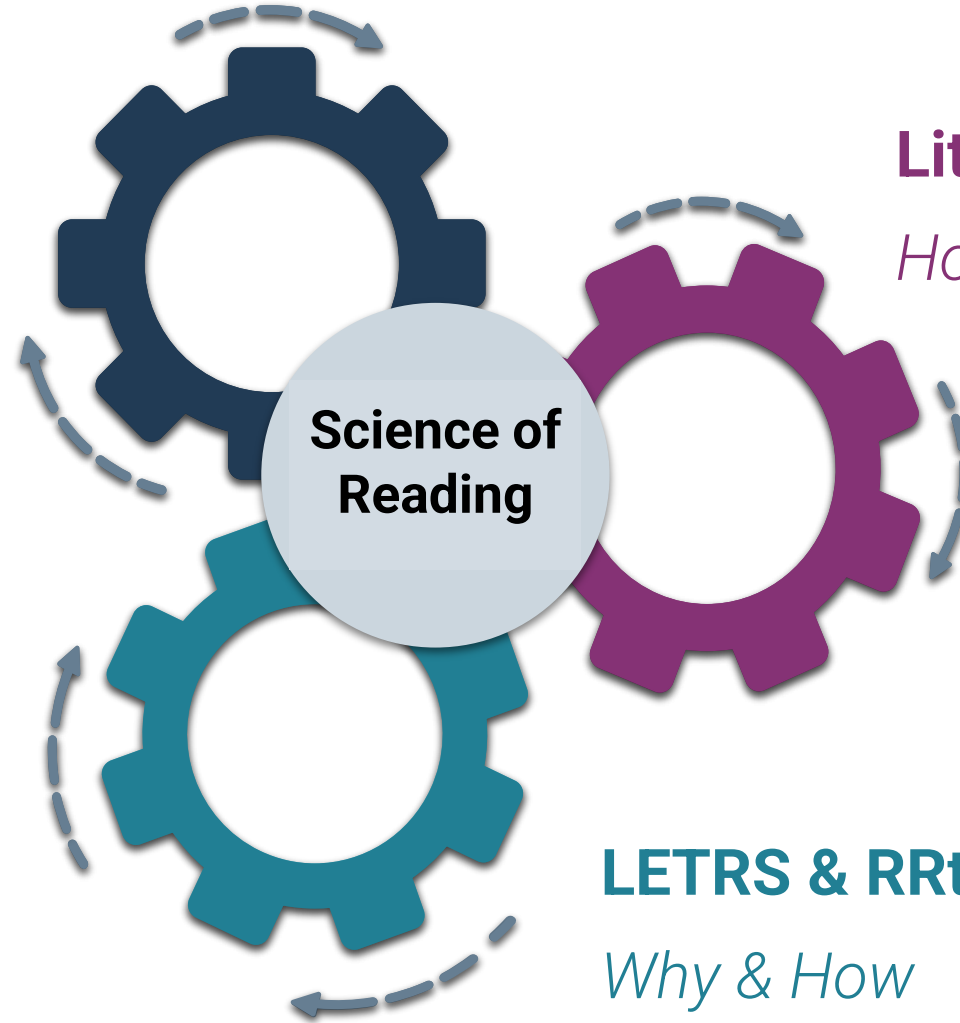
Data Review Committee Findings & Recommendations

- 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

Keeping It All in Mind

ELA NCSCOS

What



Literacy Instruction Standards

How

LETRS & RRtCP

Why & How

Structure of Current Standards

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



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



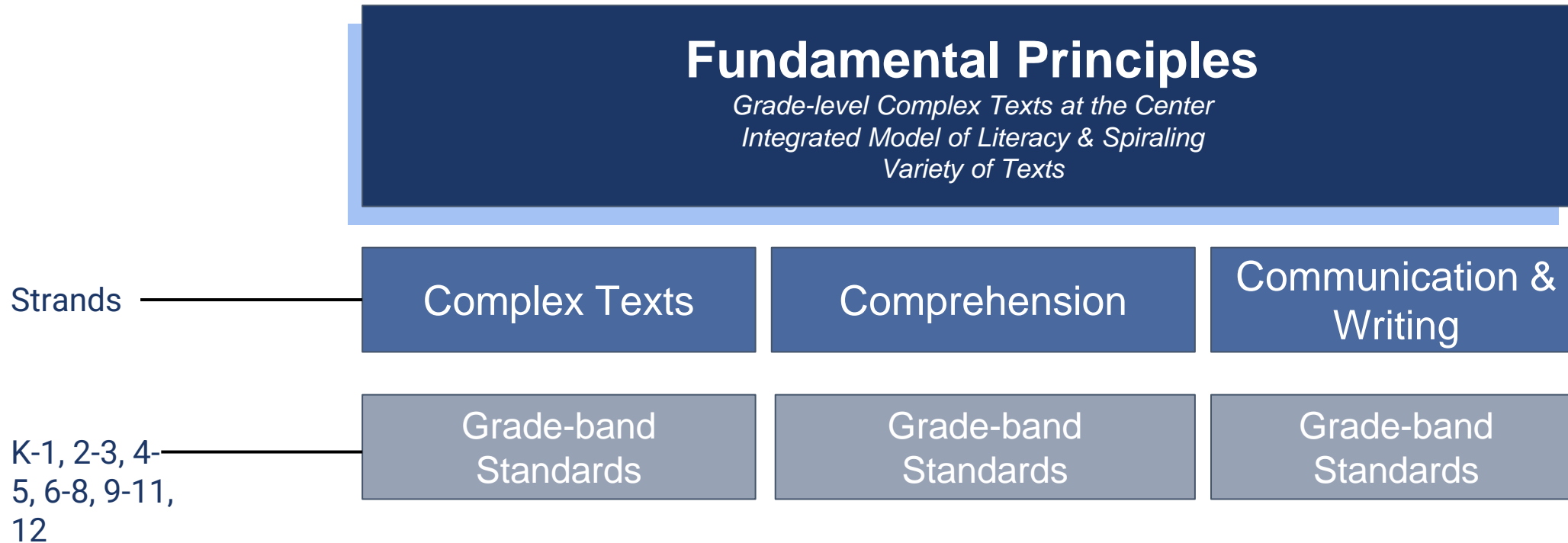
R.1-R.10, W.1-W.6, SL.1-SL.5, L.1-L.6



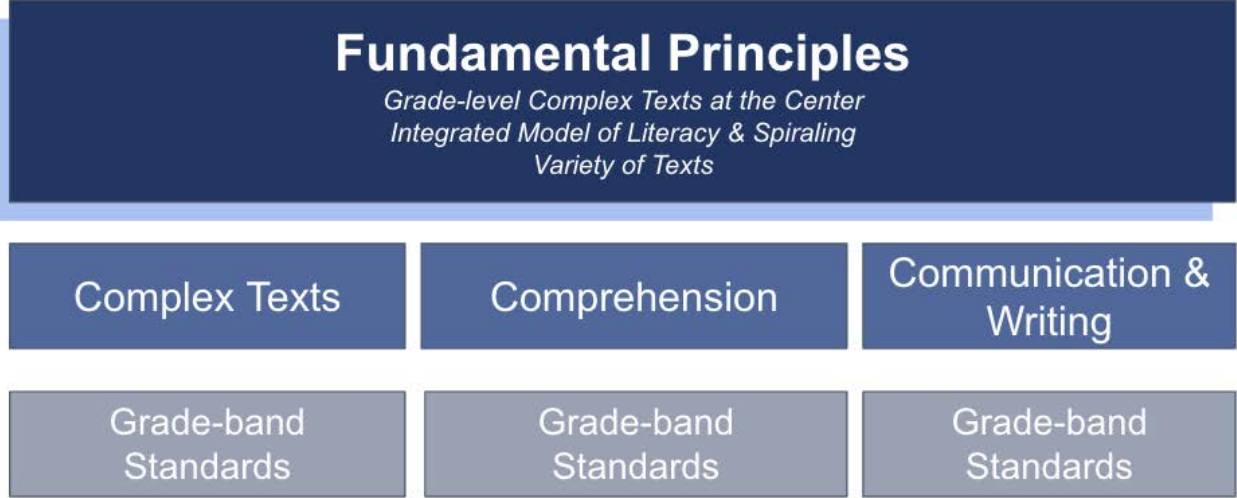
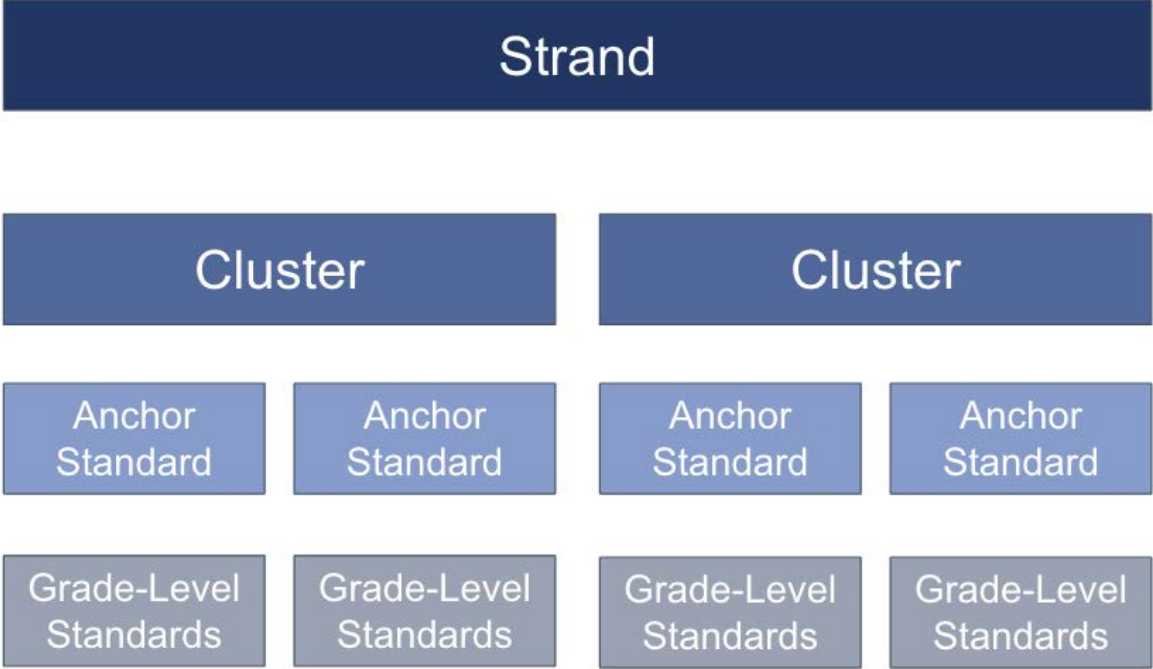
RL.K.1 - RL.11-12.1, etc.



Structure of Draft 1 for K-12 ELA



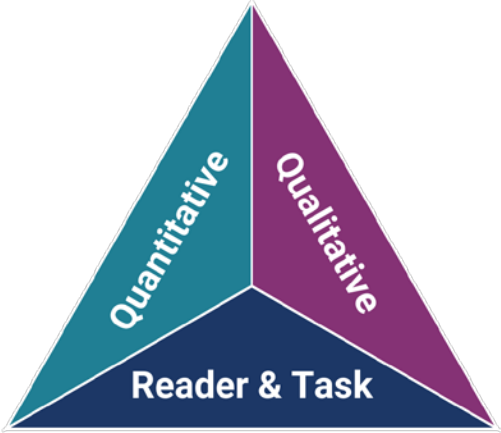
Redesigning the Structure



What | Grade-Level Complex Texts at the Center

Standards

What is it that students need to know and be able to do?



Text Complexity Bands

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Texts

What grade-level complex text will facilitate that best?

On which grade-level standards does the text focus?

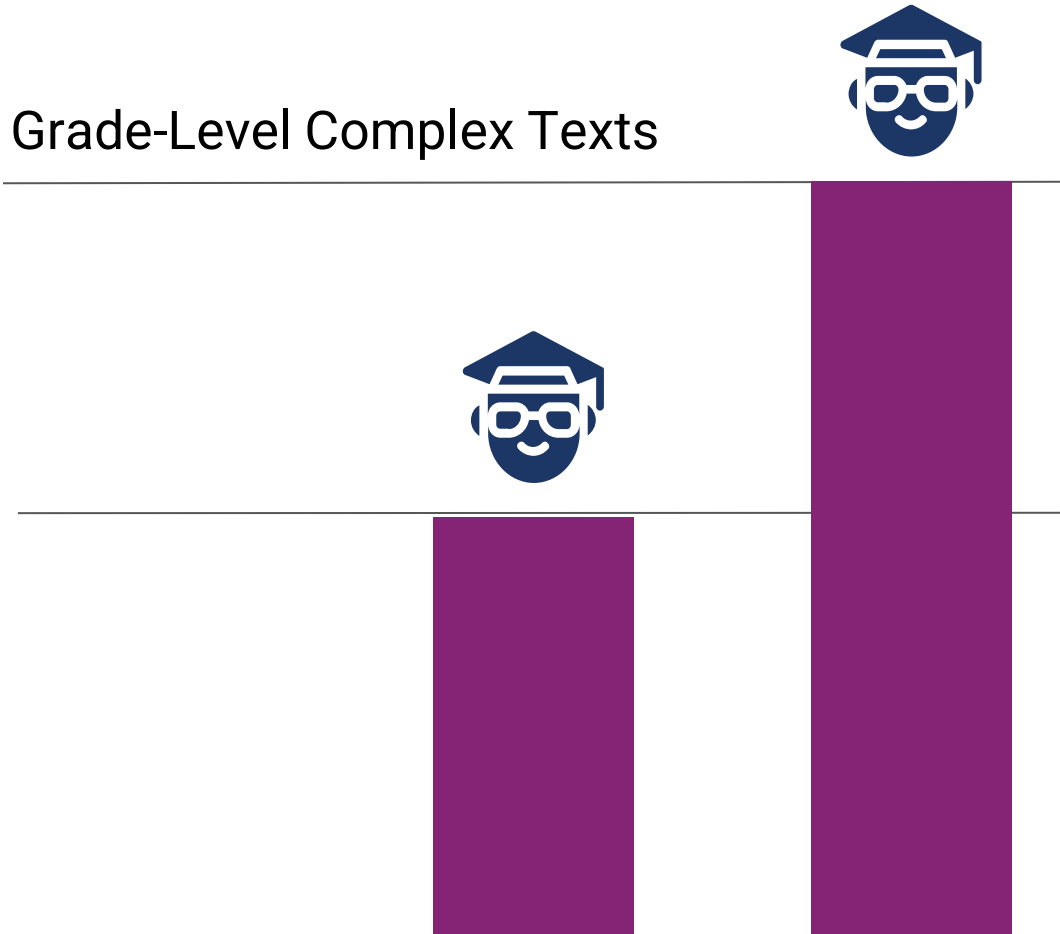


Why | Grade-Level Complex Texts at the Center

“ *It’s time students get the opportunity to work with more challenging texts, and for teachers to provide greater support that will allow students to ‘level up’ successfully.*”

-T. Shanahan

Grade-Level Complex Texts



Redesigning Standards

- Standard-based, text-centered instruction

- Aligned to research

- Focus on understanding text, not isolated skills

- Support students' comprehension gains

A Closer Look

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."

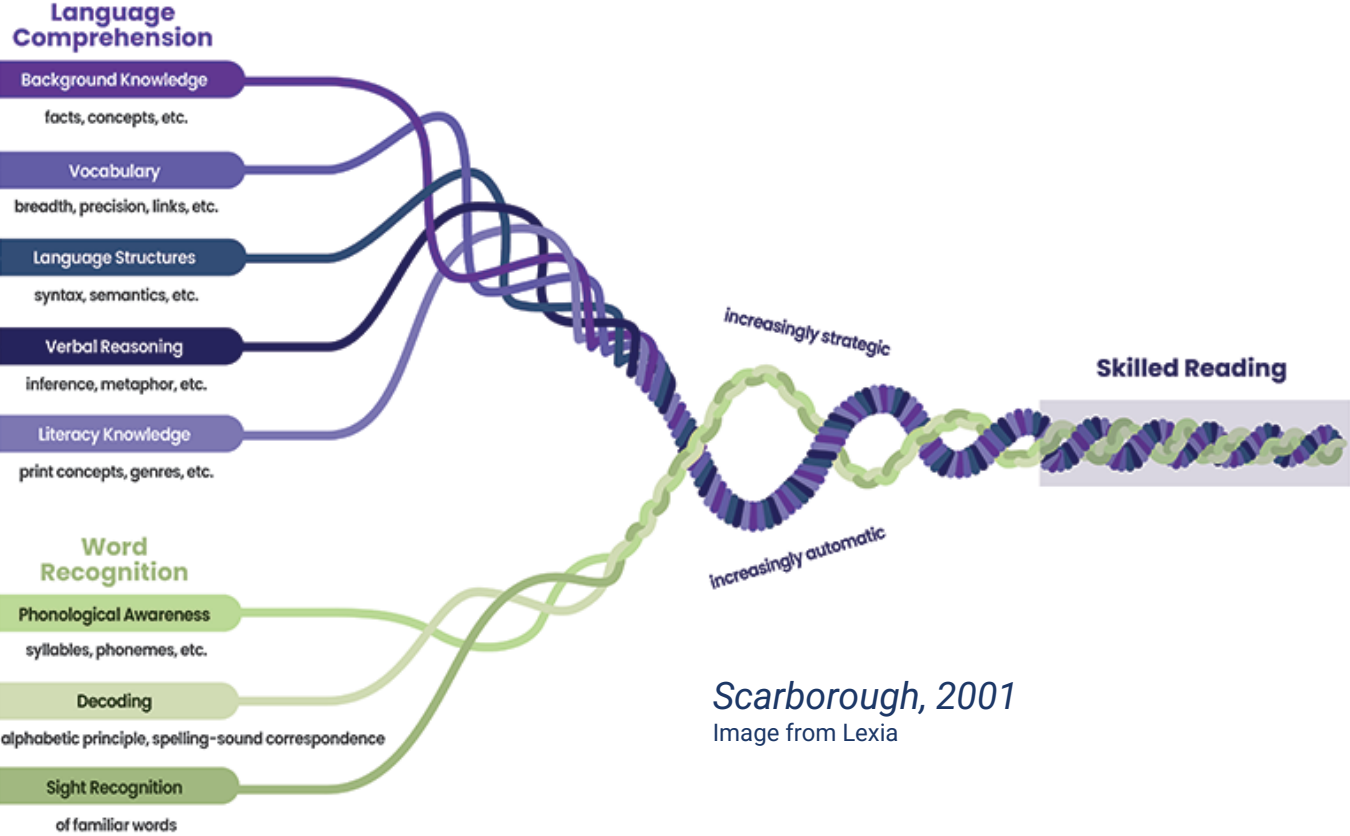
"You're terrific as far as *I'm* concerned," replied Charlotte, sweetly, "and that's what counts. You're my best friend, and *I* think you're sensational. Now stop arguing and go get some sleep!"

Excerpt from *The Giver*

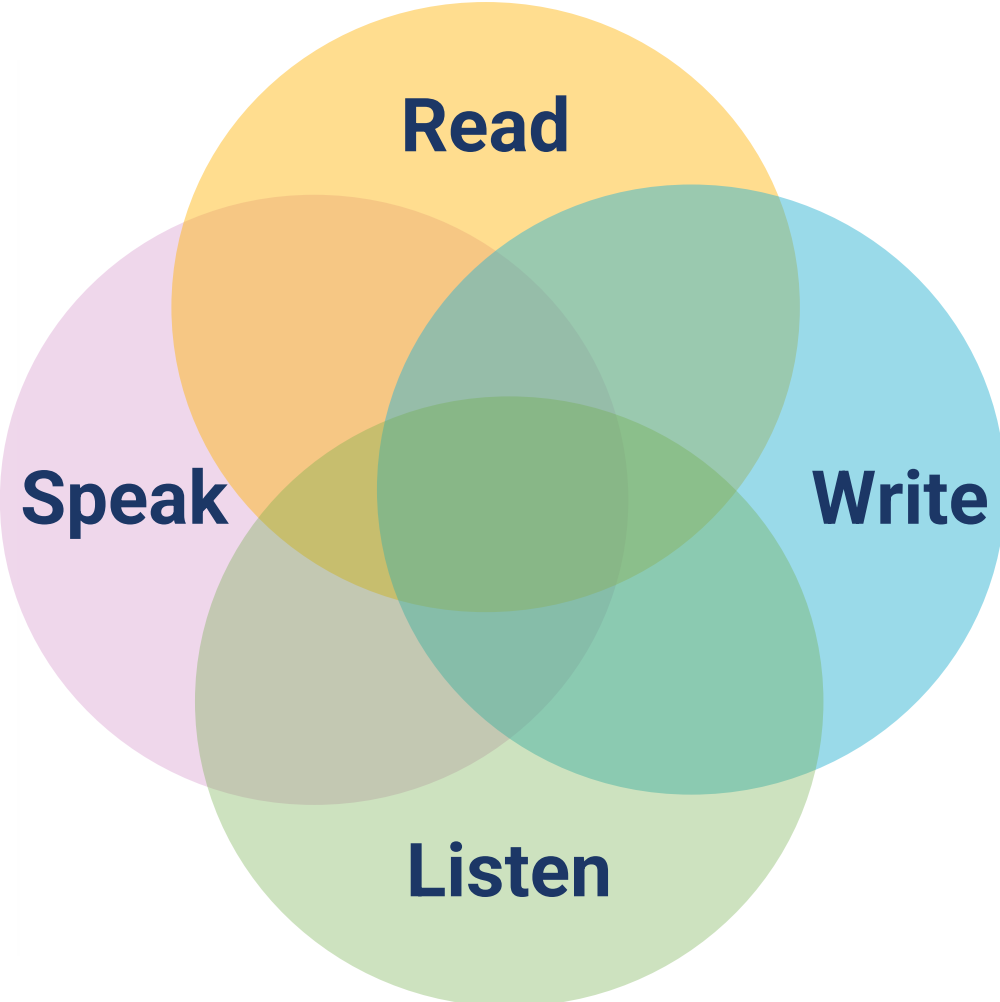
"What if they were allowed to choose their own mate? And chose wrong? "Or what if," he went on, almost laughing at the absurdity, "they chose their own jobs?"

"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."

What | Integrated Model of Literacy



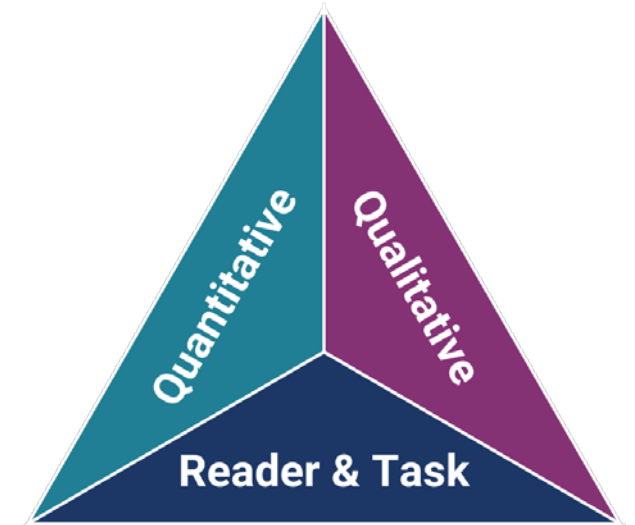
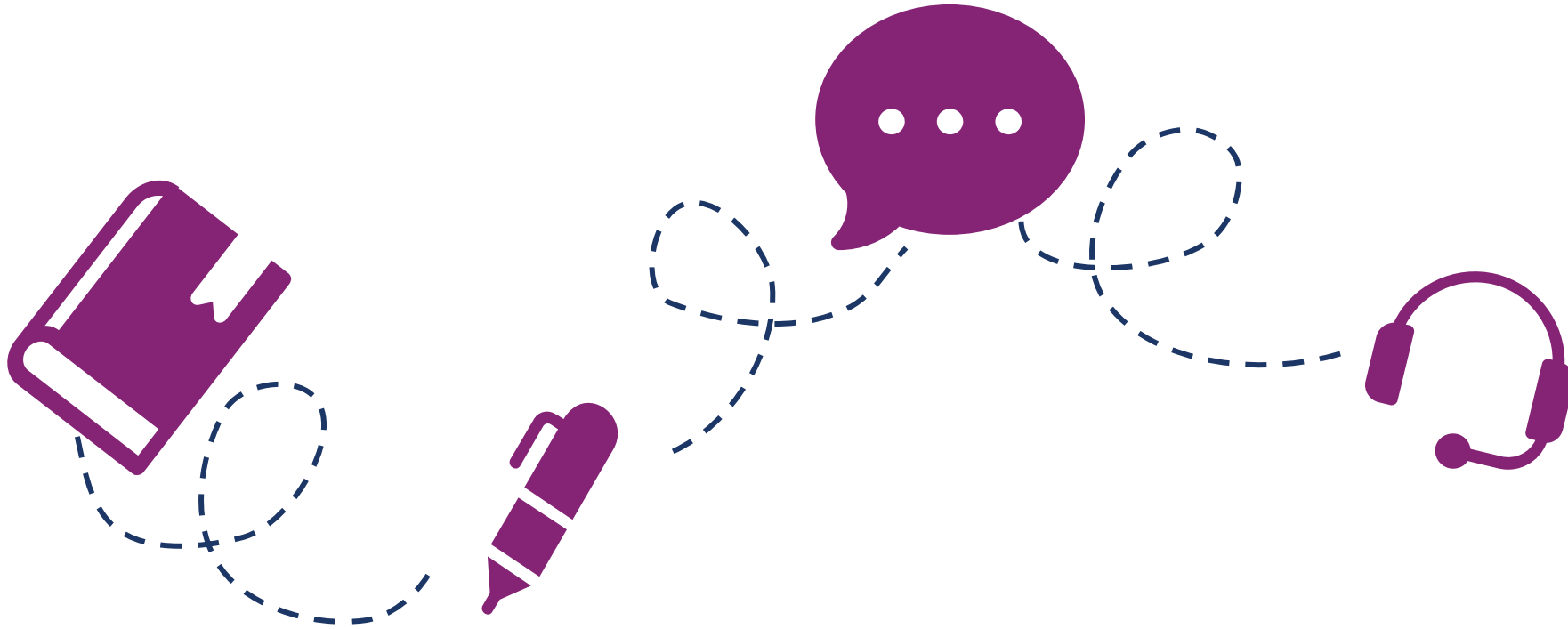
Scarborough, 2001
Image from Lexia





1977 Schwinn Stingray Fair Lady, 3-speed with banana seat

Why | Spiraling & Supporting Mastery



Redesigning Standards

■ Interpretive: Reading,
Listening, Viewing

■ Expressive: Writing, Speaking,
Representing

■ Reducing Duplication

■ Reducing Number of Standards

**How do these skills assist
students with other
content areas?**

**What are the risks of
teaching standards in
isolation?**

What | Variety of Texts

Genre

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

Modes

Linguistic, visual, aural, gestural, etc.

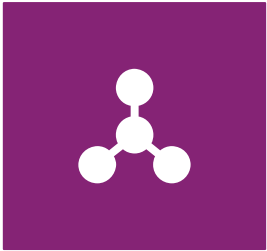
Format

Print, video, podcast, live performance, etc.

Length

Entire texts, passages, paragraphs, etc.

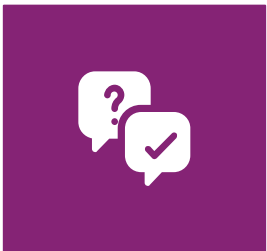
Why | Building Knowledge & Vocabulary



Make connections
between new
vocabulary and ideas



Provide access to
topics/content being
studied



Understand varied
perspectives and ideas



Thrive in a multimodal
world

Redesigning Standards

- Flexibility in choosing texts for instruction

- Encourage wide reading

- Flexibility in use of standards

- Support integration

Reflect on your recent interactions with a variety of texts.

Major Changes

Draft 1

December 2024

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.

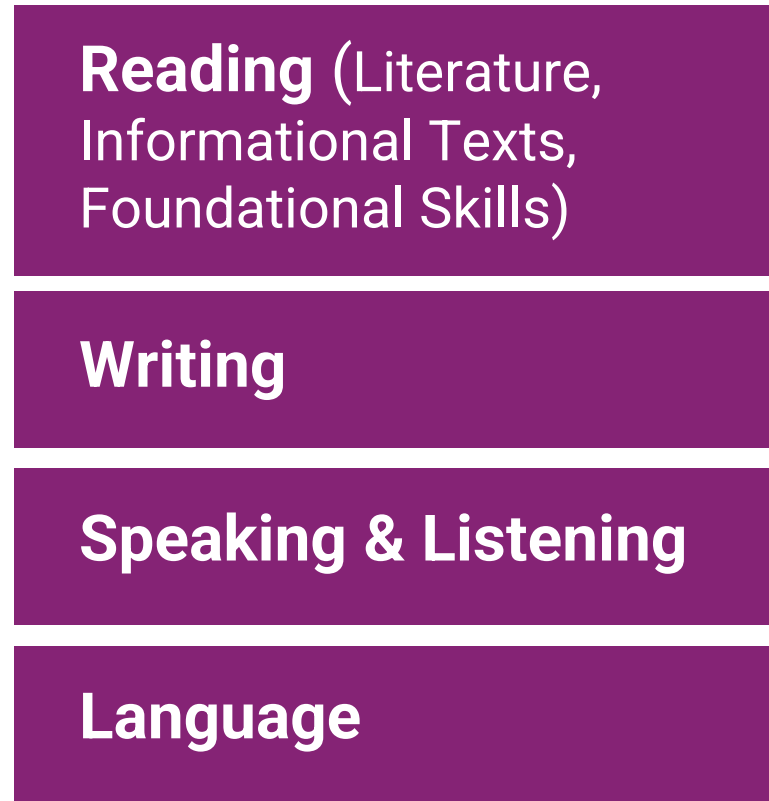
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
RL.1.3 Describe characters, settings, and major events in a story, using key details.
RL.2.3 Describe how characters in a story respond to major events and challenges.
RL.3.3 Describe characters in a story 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

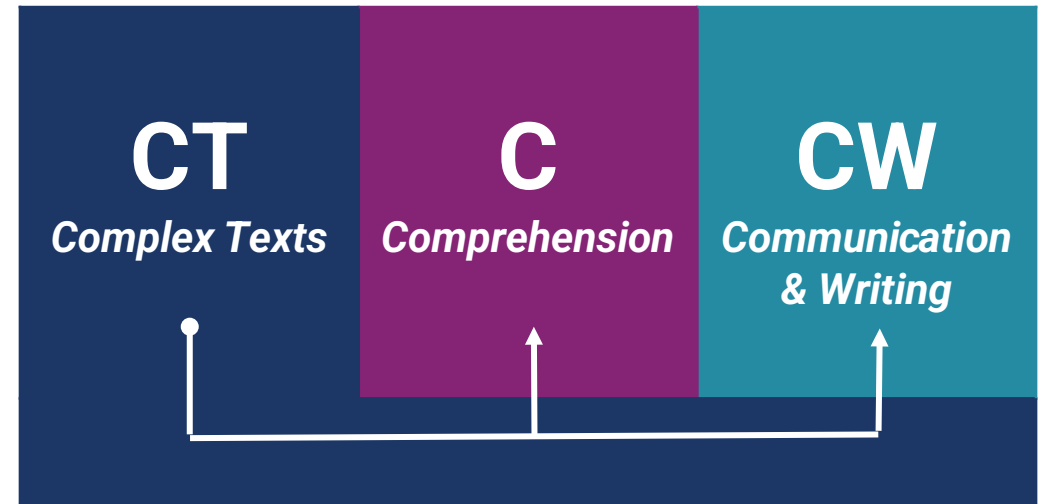
C.2	Objectives
K-1.C.2 Explain the connection between the point of view and perspective of a text.	K-1.C.2.1 Define the role of the author and illustrator in telling the story or presenting ideas.
	K-1.C.2.2 Identify who is telling the story at various points in a text.
	K-1.C.2.3 Distinguish between information provided by pictures/illustrations and information provided by the words in a text, identifying the point of view and varying perspectives of a text.
2-3.C.2 Describe the perspective and purpose of a text.	2-3.C.2.1 Determine the author's main purpose for writing a text and identify the words and phrases that contribute to its purpose.
	2-3.C.2.2 Describe the overall structure of a text, identifying specific parts and describing how each successive part builds on earlier sections.
	2-3.C.2.3 Describe the relationship between the point of view and perspective of a text.
	2-3.C.2.4 Distinguish the differences in perspective between characters, individuals, the narrator, and their own.
4-5.C.2 Explain the perspective and purpose in a text and how they influence the way events are described.	4-5.C.2.1 Explain specific word choices that contribute to meaning and tone.
	4-5.C.2.2 Describe the similarities and differences between the overall structure of events, ideas, concepts or information in two or more texts on the same topic.
	4-5.C.2.3 Describe the similarities and differences between the author's point of view, purpose, and perspective in two or more texts on the same topic.
6-8.C.2 Analyze how perspective and purpose, including that of the author, shapes the content and style of texts.	6-8.C.2.1 Analyze how specific word choices impact meaning and tone.
	6-8.C.2.2 Analyze how differing perspectives of texts contribute to its development, meaning, and style.
	6-8.C.2.3 Analyze the structure of a specific paragraph in a text and the role of particular sentences within it, in developing and refining the perspective and purpose of the text.
	6-8.C.2.4 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
9-11.C.2 Analyze how an author establishes and advances their perspective and purpose.	9-11.C.2.1 Determine how real-world context(s), events, and/or circumstances prompted or informed the creation of a text and contributed to its perspective and purpose.
	9-11.C.2.2 Analyze the cumulative impact of specific word choices on meaning and tone.
	9-11.C.2.3 Analyze how an author leverages connotation of specific words, rhetorical

Draft 1

Major Changes | Strands



2017



Draft 1

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.

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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

Communication & Writing Strand	
CW.1	Objectives
K-1.CW.1 Engage in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	K-1.CW.1.1 Follow agreed-upon rules for discussions. K-1.CW.1.2 Build on what others say in discussions. K-1.CW.1.3 Ask questions to clear up any confusion about the topics and texts under discussion.
2-3.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	2-3.CW.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. 2-3.CW.1.2 Refer to the text when building on others' ideas and connecting their comments to the remarks of others. 2-3.CW.1.3 Pose questions to clarify and deepen understanding of the topics and texts being discussed, stay on topic, and connect their ideas to others' questions and comments. 2-3.CW.1.4 Explain their own ideas and understanding in light of the discussion.
4-5.CW.1 Engage effectively in collaborative conversations about texts, building on others' ideas and clearly expressing their own.	4-5.CW.1.1 Follow agreed-upon rules for discussions and carry out assigned roles. 4-5.CW.1.2 Refer to the text when building on others' ideas and connecting their comments to the remarks of others. 4-5.CW.1.3 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion by elaborating on the remarks of others. 4-5.CW.1.4 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
6-8.CW.1 Engage effectively in a range of collaborative discussions about texts, building on others' perspectives and clearly expressing their own.	6-8.CW.1.1 Follow rules for collegial discussions and decision-making, and define individual roles as needed. 6-8.CW.1.2 Refer to evidence from texts and other research on the topic or issue to probe and reflect on ideas under discussion. 6-8.CW.1.3 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. 6-8.CW.1.4 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
9-11.CW.1 Initiate and propel collaborative discussions about texts, building on others' perspectives and expressing their own in a compelling manner.	9-11.CW.1.1 Work with peers to set rules for collegial discussions and decision-making, establishing individual roles as needed. 9-11.CW.1.2 Refer to evidence from texts and other research on the topic or issue to clarify, verify, or challenge ideas and conclusions. 9-11.CW.1.3 Pose and respond to questions that relate the current discussion to broader themes, larger ideas, prior knowledge, and real-world contexts.

Draft 1

Major Changes | Fluency & Sentence Composition

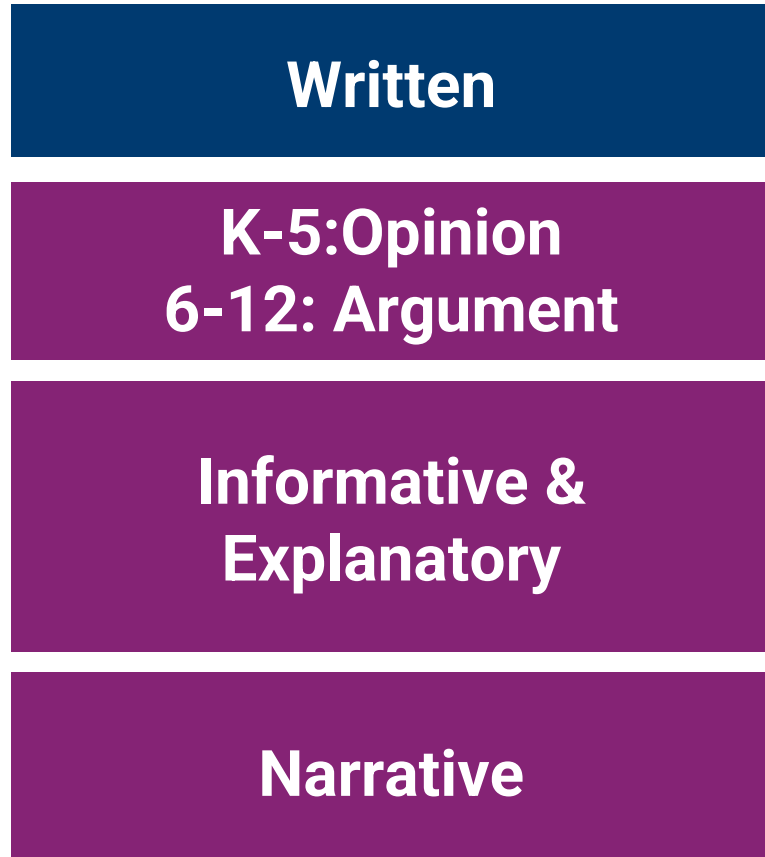
Fluency
RF.K.5 Read emergent-reader texts with purpose and understanding.
RF.1.5 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and 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

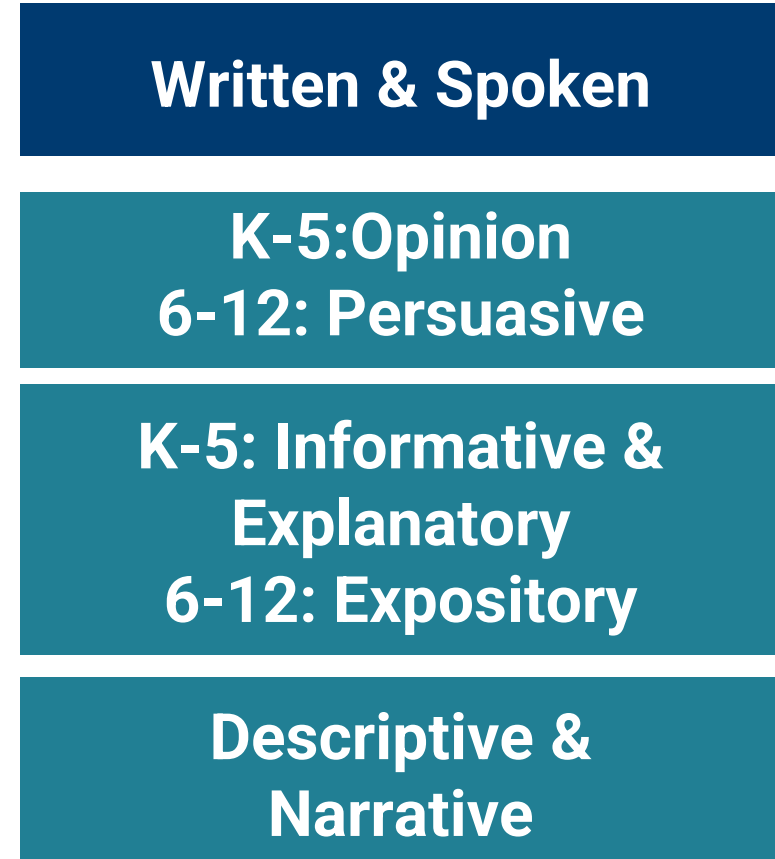
C.5	Objectives
K-1.C.5 Orally read texts at the high end of the K-1 text complexity band with fluency to support comprehension.	K-1.C.5.1 Read texts for a variety of purposes.
	K-1.C.5.2 Read texts with accuracy, appropriate rate, and prosody on successive readings.
	K-1.C.5.3 Confirm or self-correct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

Draft 1

Major Changes | Text Types



2017



Draft 1

Reflection

Discuss with your table how these changes could impact ELA teaching and learning across NC.

4 Students - 4 High School Journeys

Based on Career Development Plan:

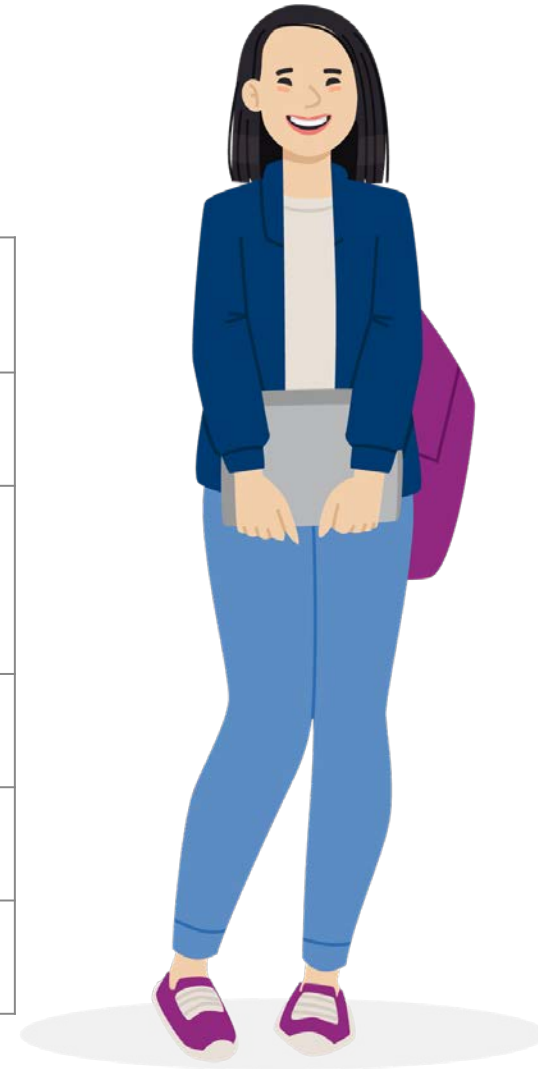
Dental Pathology II Honors	OR	Dental Science IV Honors
CCP Biology	OR	CCP Chemistry
CCP Statistics	OR	CCP Calculus
Local Elective: Sports Medicine	OR	Local Elective: History of Medicine
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

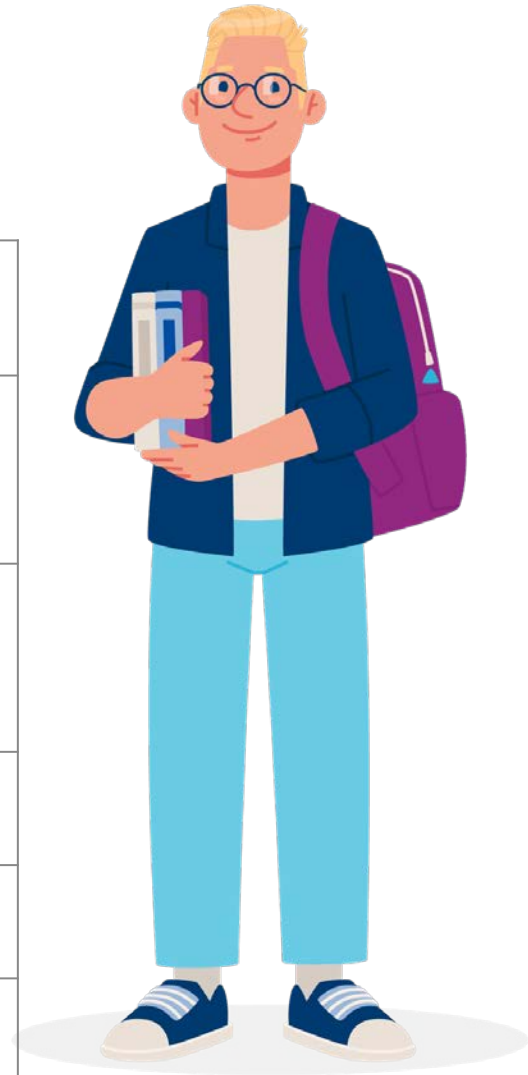
CTE Data Science	OR	Python Programming
Chemistry Honors	OR	Physical Science
AP Computer Science Principles	OR	CTE Microsoft Excel
CTE Cybersecurity Apprenticeship		
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

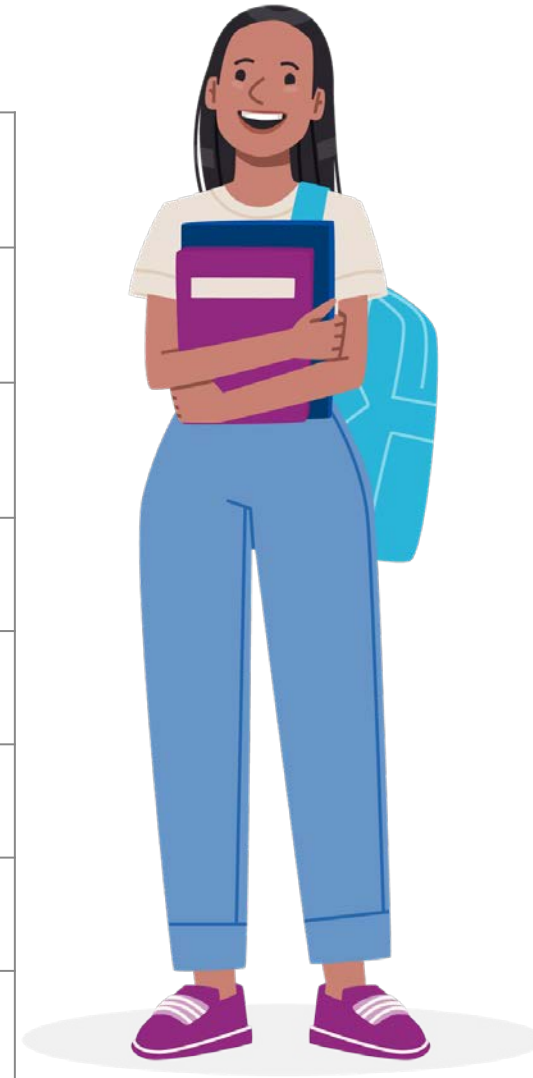
NC Math 4	OR	Precalculus
Earth and Environmental Science	OR	AP Environmental Science
Advanced Theatre	OR	Local Elective: Creative Writing
Advanced Choir	OR	Lab Theatre Assistant
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

Based on Career Development Plan:

AP Chemistry	OR	AP Physics
AP Calculus BC	OR	AP Statistics
AP Chinese Language and Literature		
World History	OR	AP World History
Wind Ensemble	OR	Jazz Ensemble
Speech and Debate	OR	Open Period
Economics and Personal Finance		
ENG IV	OR	???



4 Students - 4 High School Journeys

4 Future Pathways



Major Changes | Grade 12

**Grades 11-12
Standards**

English IV



Grade 12 Standards

**English IV Sections:
STEM, Arts, &
Literature**

2017

Draft 1

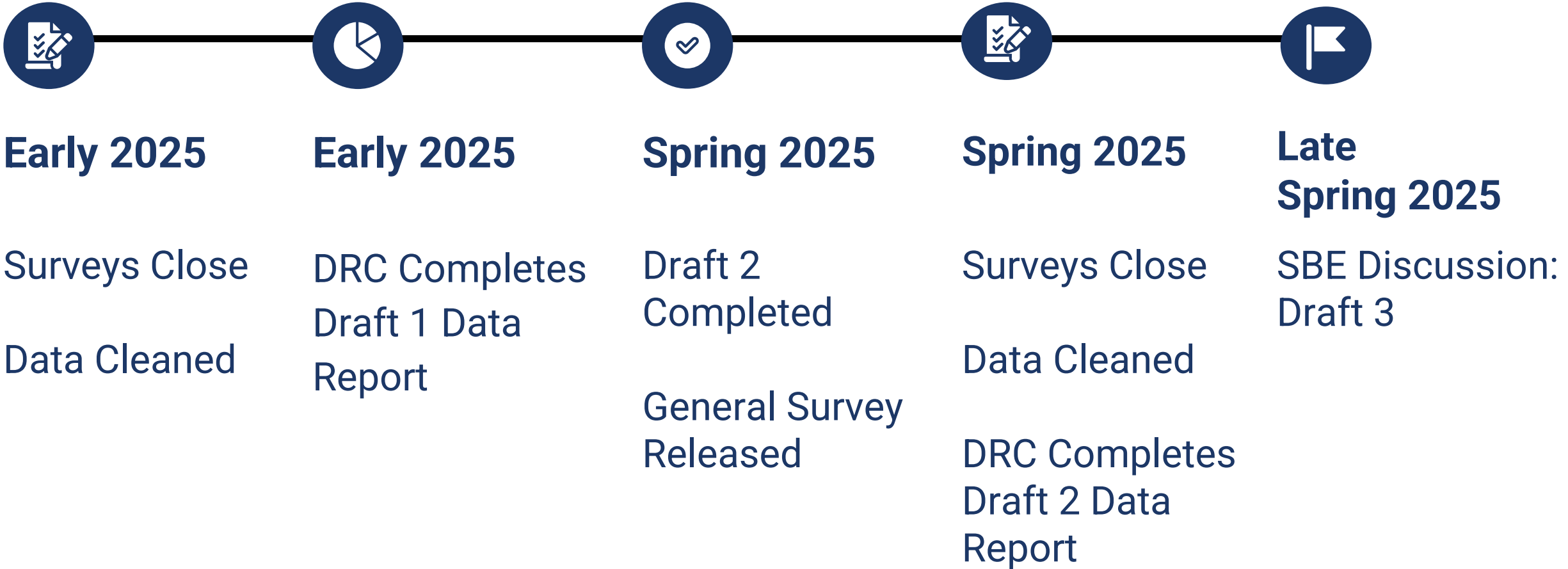
Reflection

Discuss at your table how these different sections of English IV could engage and challenge students.

Number of Standards and Objectives in Draft 1

Grade(s)	Current Standards		Draft 1	
K-1	139		79	
2-3	146		77	
4-5	158		72	
6-8	205		68	
9-11	129		72	
12	67		70	

Timeline



Redesigning Mathematics!

Ongoing Conversations

A vision that **all students** will be prepared for Math 1 by high school!

What Math does **EVERY** graduate need to know?

What Math does **EVERY** graduate want to know?

Culture and Climate around Math

Ongoing Conversations

Established the Math Pathways Task Force

- 30+ representatives from NCDPI, UNC-System, and NC Community Colleges with staff from the classroom level to the system level from each
- Working alongside 20+ other states looking to:
 - Improve math outcomes for all students
 - Seek better alignment and clear connections between K-12 instruction, workforce development, and post secondary options
 - Inform the Math Standards review process
- Finalizing 7 recommendations to be included as part of the research portfolio utilized by the Math Data Review Committee and Standards Writing Team

Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics



5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

Questions?