North Carolina Standard Course of Study

ENGLISH LANGUAGE ARTS

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Grades K-2

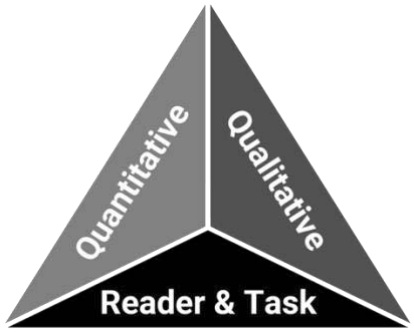
The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military. The NC ELA Standard Course of Study serves as the framework that guides each public school unit (PSU) in the development of the curriculum and instruction of English Language Arts. K-1 educators should offer prompting and support, when appropriate, to guide students toward independent mastery of grade-level expectations.

Fundamental Principles

The NC ELA SCOS is grounded in three fundamental principles: 1) *Grade-Level Complex Texts at the Center;* 2) *Integrated Model of Literacy & Spiraling*; and 3) *Variety of Texts*.

Grade-Level Complex Texts at the Center

To truly master grade-level standards, students must be able to apply them to grade-appropriate, complex texts. Text complexity defines the level of difficulty in reading and understanding a text based on three measures that should be considered equally: quantitative, qualitative, and reader and task. Students are expected to read and comprehend increasingly complex texts as they work up the staircase of complexity within their grade band, as appropriate for each grade.



Quantitative measures are computer-generated readability measures that measure word length, word frequency, sentence length, and text cohesion. In North Carolina, Lexile is the most commonly used quantitative measure. The Lexile bands for each grade within the K-2 grade-band are below.

Grade	Quantitative Measure Only
Kindergarten	BR40L** - 230L
Grade 1	190L - 530L
Grade 2	420L - 650L

***Beginning Reader (BR) is a code given to texts that are below 0L on the Lexile scale. The lower the number following the BR code, the more advanced the text is. The higher the number, the less complex the text.*

Qualitative measures are used to locate a text within a specific grade band and are used to determine whether a text is appropriate for the grade in relation to text structure, language conventions, knowledge demands, and layers of meaning within the text.

Reader and task considerations involve the use of professional judgment by the teacher when determining if the text is appropriate for the instructional purpose with a particular set of students. All three measures should be taken into consideration when selecting texts for classroom use that meet the demands of grade-level standards.

Educators should carefully select complex texts using the three measures of text complexity and place them at the center of daily instruction to ensure standards are authentically introduced, taught, and assessed, avoiding skills being taught in isolation. These texts are the vehicle for students to access the ELA NC Standard Course of Study (NCSCOS) and build their academic skill sets. In K-2, much of this explicit instruction occurs through interactive read-alouds that allow students to hear, comprehend, and discuss increasingly complex texts while their word-reading skills are still developing. During interactive read-alouds, students should be exposed to complex texts that are two to three grade levels above their own, providing access to fluent modeling, rich content, academic vocabulary, and complex language structures.

Integrated Model of Literacy & Spiraling

The ELA NCSCOS includes the core components of Scarborough's Reading Rope and illustrates how four language domains of reading, writing, speaking, and listening are interrelated and are mastered in integration with one another. Writing, speaking, and representing are used to support comprehension of the text being read, listened to, or viewed. Reading, listening, and viewing texts support students' understanding of text structures, features, style, grammar and conventions, and presentation which they can emulate in their own writing, speaking, and representing. This integration supports students' mastery in applying skills across language domains in various contexts and from a range of texts.

The standards in the ELA NCSCOS are designed to ensure that students encounter and engage with the same standards throughout the academic year or course. Each time these standards are revisited, they are presented with increasing complexity, reinforcing previously acquired knowledge and skills. This spiraling provides continuous reinforcement and support towards standards mastery and emphasizes that literacy is not developed through an isolated skills-based approach.

Variety of Texts

The ELA NCSCOS allows for flexibility in the complex texts used for instruction. Within the context of the NCSCOS, "texts" are defined as any materials students can read, write, speak, view, listen to, or explore. Texts take many forms, drawing on multiple genres and combinations of genres. They relay vastly different content to address many kinds of purposes. They draw on a wide array of modalities, sometimes combining modalities into multimodal forms. They may be printed on paper or published in digital forms (NAEP 2025). Educators should ensure that students engage with a diverse range of genres, structures, media, and formats, including narratives, poetry, articles, primary documents, videos, music, and art.

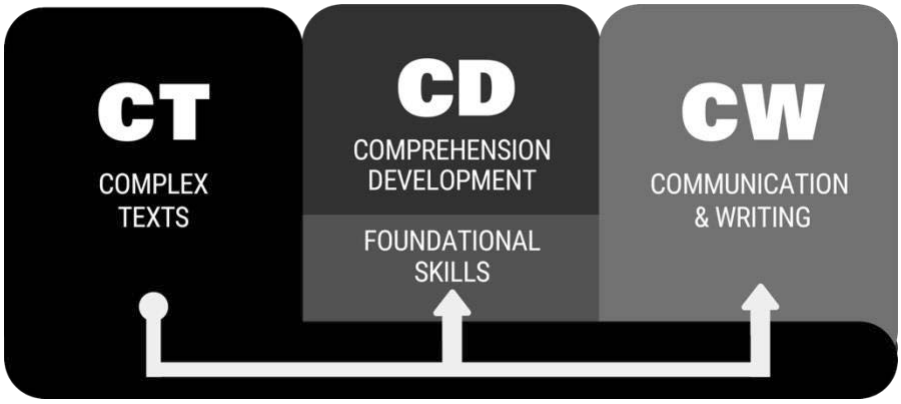
Decodable texts serve an important role in advancing students' word reading during explicit phonics instruction. Decodable texts are an onramp to independently reading complex texts. The development of oral reading fluency is the instructional transition point to shift from reading decodable texts to independently reading complex texts. Because children develop these skills at different rates, they may demonstrate readiness to independently read complex texts at different points within the K-2 grade band.

Complex texts play an essential role in helping students access grade-level standards. In K-2, complex texts are used during interactive read-alouds to build students' background knowledge, vocabulary, language comprehension, and familiarity with rich text structures. These read-aloud experiences ensure all students—regardless of their current decoding abilities—engage with the rigorous content required by the standards. In addition, students encounter complex texts during independent reading as they develop the foundational skills necessary for reading increasingly complex texts on their own. Because students progress at different rates, their readiness to independently read and comprehend complex texts will emerge at different points within the K-2 grade band.

NC ELA Standard Course of Study Framework

The NC ELA Standard Course of Study consists of three strands: Complex Texts, Comprehension Development, and Communication & Writing. These three strands work together to illustrate an integrated model of literacy.

The Complex Texts Strand should be integrated across the other two strands: Comprehension Development and Communication & Writing. This integration places a focus on text-centered instruction, emphasizing that—in order to master all standards within the NC ELA SCOS—students must be able to apply these skills to grade-appropriate complex texts. Effectively applying these skills to a variety of grade-appropriate complex texts demonstrates that students can independently construct meaning across language domains from a range of texts.



The Comprehension Development Strand includes a Foundational Skills Substrand outlining the progression of reading skills that underpin students' ability to independently access complex text. Targeting foundational skills and comprehension development, as portrayed in Scarborough's Reading Rope, (2001), in concert serve to grow students' ability to discern more from and make fuller use of texts. Students should demonstrate their proficiency in these standards both through interpretive and expressive language domains: reading, listening, viewing, speaking, writing, and representing.

The Communication & Writing Strand addresses communicating clearly and coherently through expressive language. Please note that CW.6 emphasizes that composing written and spoken products is not a linear process. This standard should be explicitly taught as well as integrated with CW.7-CW.9 to ensure students learn how to apply writing and speaking strategies when composing different text types for different audiences and purposes.

To further assist educators in understanding the North Carolina SCOS for English Language Arts, view the K-12 ELA SCOS Glossary, which provides definitions of key terms used throughout the standards and objectives.

Notes:

Local Control. These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for English Language Arts.

Artificial Intelligence (AI). Since multiple digital tools and platforms exist and continue to emerge, educators should seek opportunities to interweave the appropriate tools where appropriate, including AI. For AI Guidance, see the Office of Digital Teaching and Learning's Generative AI Implementation Recommendations.

Resources mentioned in this document may be found at https://go.ncdpi.gov/ELA.

Kindergarten

Complex Texts Strand

Standard	Objectives
K.CT.1 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.	● **K.CT.1.1** Ask and answer questions about key details in a text. ● **K.CT.1.2** Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **K.CT.1.3** Draw on a wide reading of texts to build knowledge and vocabulary.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
K.CD.F.1 Produce and comprehend spoken language by attending to what is said and responding appropriately in complete sentences.	● **K.CD.F.1.1** Take turns speaking in short back and forth exchanges. ● **K.CD.F.1.2** Speak clearly using appropriate volume and rate. ● **K.CD.F.1.3** Follow one- and two-step oral directions to complete a task.
K.CD.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	● **K.CD.F.2.1** Count, blend, and segment syllables in words. ● **K.CD.F.2.2** Identify the initial, medial, and final phonemes in 3 phoneme words. ● **K.CD.F.2.3** Delete a syllable in a multisyllabic word. ● **K.CD.F.2.4** Blend and segment phonemes in 3 phoneme words.
K.CD.F.3 Know and apply kindergarten phonics and word analysis skills to accurately decode and encode words in and out of context.	● **K.CD.F.3.1** Decode and encode consonant-vowel-consonant (CVC) words. ● **K.CD.F.3.2** Demonstrate basic knowledge of sound-spelling correspondences by producing the most frequent sounds for each consonant. ● **K.CD.F.3.3** Decode and encode grade-appropriate, irregularly spelled words. ● **K.CD.F.3.4** Identify lower and uppercase letter names accurately and automatically. ● **K.CD.F.3.5** Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels. ● **K.CD.F.3.6** Apply pre-taught grade-level phonics skills to accurately read aligned decodable texts.

Standard	Objectives
K.CD.F.4 Orally read texts with fluency to support comprehension.	● **K.CD.F.4.1** Read texts for a variety of purposes. ● **K.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **K.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings. ● **K.CD.F.4.4** Identify upper and lowercase letter sounds accurately and automatically. ● **K.CD.F.4.5** Read decodable consonant-vowel-consonant (CVC) words accurately and automatically in isolation and in connected text.

Comprehension Development Strand (continued)

Standard	Objectives
K.CD.1 Determine the topic of texts using key details.	● **K.CD.1.1** Determine the topic of a text. ● **K.CD.1.2** Describe characters or individuals, settings, major events, or ideas in a text.
K.CD.2 Identify the purpose and perspectives in a text.	● **K.CD.2.1** Identify the author and illustrator of a text and define the role of each. ● **K.CD.2.2** Explain differences between texts that tell stories and texts that give information. ● **K.CD.2.3** Describe how the words and pictures or illustrations work together to provide information in texts. ● **K.CD.2.4** Identify words and phrases that contribute to meaning in a text.
K.CD.3 Compare and contrast multiple texts about the same or similar topics.	● **K.CD.3.1** Identify facts and opinions in multiple texts. ● **K.CD.3.2** Identify text features in multiple texts.
K.CD.4 Apply knowledge of kindergarten language and its conventions when writing, speaking, reading, and listening.	● **K.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **K.CD.4.2** Begins in grade 2. ● **K.CD.4.3** Begins in grade 2. ● **K.CD.4.4** Sort grade-appropriate words and phrases into categories to develop and understand word relationships.

Communication & Writing Strand

Standard	Objectives
K.CW.1 Use talk moves to engage in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	● **K.CW.1.1** Follow agreed-upon norms or expectations for discussions. ● **K.CW.1.2** Build on and connect to others' ideas. ● **K.CW.1.3** Pose and respond to questions to clarify and deepen understanding of topics and texts under discussion.
K.CW.2 Demonstrate command of Kindergarten grammar and usage when writing and speaking.	● **K.CW.2.1** Explain the function of nouns, verbs, and adjectives. ● **K.CW.2.2** Use nouns and verbs to share complete thoughts, including forming and using plural nouns by adding -s or -es. ● **K.CW.2.3** Use prepositions. ● **K.CW.2.4** Use adjectives.
K.CW.3 Demonstrate command of Kindergarten conventions when writing.	● **K.CW.3.1** Capitalize the first word in a sentence and the pronoun "I." ● **K.CW.3.2** Recognize and name end punctuation.
K.CW.4 Produce sentences appropriate for kindergarten with increasing fluency and complexity.	● **K.CW.4.1** Print all uppercase and lowercase letters legibly with correct letter formation. ● **K.CW.4.2** Produce and expand complete simple sentences. ● **K.CW.4.3** Begins in grade 4. ● **K.CW.4.4** Recognize the defining characteristics of a complete simple sentence and distinguish complete sentences from sentence fragments.
K.CW.5 Participate in shared research projects about topics or concepts aligned to kindergarten content.	● **K.CW.5.1** Recall relevant information from experiences or gather relevant information from provided sources to answer questions. ● **K.CW.5.2** Identify and record relevant information from provided sources.
K.CW.6 Use a recursive process to refine spoken and written products with guidance, support, and collaboration with peers and adults.	● **K.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **K.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **K.CW.6.3** Revise and edit written and spoken products by responding to questions and suggestions from adults and peers, remaining focused on a topic, and adding details. ● **K.CW.6.4** Produce and publish written and spoken products, exploring and using a variety of digital tools and multimodalities.
K.CW.7 Construct spoken and written opinion texts that state an opinion and provide at least one supporting reason.	● **K.CW.7.1** Introduce the topic or text and state an opinion. ● **K.CW.7.2** Support an opinion with at least one reason. ● **K.CW.7.3** Connect an opinion and at least one reason, using a linking word or phrase.

Standard	Objectives
K.CW.8 Construct spoken and written informative and explanatory texts that identify a topic and convey information.	● **K.CW.8.1** Introduce the topic. ● **K.CW.8.2** Provide at least one fact about the topic. ● **K.CW.8.3** Connect a topic with at least one fact, using a linking word or phrase.
K.CW.9 Construct spoken and written poetic, descriptive, and narrative texts, to recount an event or idea using at least one key detail.	● **K.CW.9.1** Recount a single event or idea. ● **K.CW.9.2** Describe what happened, using at least one key detail. ● **K.CW.9.3** Signal order, using at least one transition word.

Grade 1

Complex Texts Strand

Standard	Objectives
1.CT.1 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.	● **1.CT.1.1** Ask and answer questions about key details in a text. ● **1.CT.1.2** Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **1.CT.1.3** Draw on a wide reading of texts to build knowledge and vocabulary.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
1.CD.F.1 Produce and comprehend spoken language by attending to what is said and responding appropriately in complete sentences.	● **1.CD.F.1.1** Take turns speaking in back and forth exchanges. ● **1.CD.F.1.2** Speak clearly using appropriate volume and rate. ● **1.CD.F.1.3** Follow multi-step oral directions to complete a task.
1.CD.F.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	● **1.CD.F.2.1** Add, delete, and substitute initial and final phonemes in single-syllable words. ● **1.CD.F.2.2** Isolate, blend, and segment phonemes in 5 phoneme words. ● **1.CD.F.2.3** Distinguish long and short vowel sounds in single syllable words.
1.CD.F.3 Know and apply grades K-1 phonics and word analysis skills to accurately decode and encode words in and out of context.	● **1.CD.F.3.1** Decode and encode two-syllable words with regular patterns by breaking the words into syllables. ● **1.CD.F.3.2** Decode and encode words with inflectional endings. ● **1.CD.F.3.3** Decode and encode grade-appropriate, irregularly spelled words. ● **1.CD.F.3.4** Decode and encode words with consonant digraphs, trigraphs, and blends. ● **1.CD.F.3.5** Decode and encode simple words with r-controlled vowels, final -e, and common vowel team conventions. ● **1.CD.F.3.6** Apply pre-taught grade-level phonics skills to accurately read aligned connected text.
1.CD.F.4 Orally read texts with fluency to support comprehension.	● **1.CD.F.4.1** Read texts for a variety of purposes. ● **1.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **1.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
1.CD.1 Determine a theme and main idea of texts using key details.	• **1.CD.1.1** Determine a theme or main idea in a text. • **1.CD.1.2** Describe the relationship between two characters or individuals, their experiences, settings, major events, or ideas in a text.
1.CD.2 Identify the point of view, purpose, and perspectives in a text.	• **1.CD.2.1** Identify the point of view and perspectives in a text. • **1.CD.2.2** Identify the author's purpose for writing a text. • **1.CD.2.3** Use information provided by the words and pictures or illustrations in a text to identify perspectives in a text. • **1.CD.2.4** Identify words and phrases that contribute to meaning in a text.
1.CD.3 Compare and contrast multiple texts about the same or similar themes and topics.	• **1.CD.3.1** Identify the reasons authors use to support specific opinions in multiple texts. • **1.CD.3.2** Explain the purpose of text features in multiple texts.
1.CD.4 Apply knowledge of K-1 language and its conventions when writing, speaking, reading, and listening.	• **1.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. • **1.CD.4.2** Begins in grade 2. • **1.CD.4.3** Begins in grade 2. • **1.CD.4.4** Distinguish shades of meaning among verbs and adjectives that differ in intensity.

Communication & Writing Strand

Standard	Objectives
1.CW.1 Use talk moves to engage in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	• **1.CW.1.1** Follow agreed-upon norms or expectations for discussions. • **1.CW.1.2** Build on and connect to others' ideas. • **1.CW.1.3** Pose and respond to questions to clarify and deepen understanding of topics and texts under discussion.
1.CW.2 Demonstrate command of grades K-1 grammar and usage when writing and speaking.	• **1.CW.2.1** Explain the function of pronouns and determiners. • **1.CW.2.2** Use common, proper, and possessive nouns, ensuring singular and plural nouns agree with their matching verbs. • **1.CW.2.3** Form and use action verbs by adding -ing, -ed, or -s, and use them to convey past, present, and future tenses. • **1.CW.2.4** Use personal, possessive, and indefinite pronouns. • **1.CW.2.5** Use determiners to introduce nouns. • **1.CW.2.6** Use coordinating conjunctions.
1.CW.3 Demonstrate command of grades K-1 conventions when writing.	• **1.CW.3.1** Capitalize names of people and dates. • **1.CW.3.2** Use correct end punctuation for sentences.

Standard	Objectives
	● **1.CW.3.3** Use commas in dates and to separate single words in a series. ● **1.CW.3.4** Use commas before coordinating conjunctions in compound sentences. ● **1.CW.3.5** Use apostrophes to form contractions.
1.CW.4 Produce sentences appropriate for grade 1 with increasing fluency and complexity.	● **1.CW.4.1** Print all uppercase and lowercase letters legibly and proportionally, using appropriate spacing between letters and words. ● **1.CW.4.2** Produce and expand complete simple and compound sentences. ● **1.CW.4.3** Begins in grade 4. ● **1.CW.4.4** Recognize the defining characteristics of compound sentences.
1.CW.5 Participate in shared research projects about topics or concepts aligned to grade 1 content.	● **1.CW.5.1** Recall relevant information from experiences or gather relevant information from provided sources to answer questions. ● **1.CW.5.2** Identify and record relevant information from provided sources.
1.CW.6 Use a recursive process to refine spoken and written products with guidance, support, and collaboration with peers and adults.	● **1.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **1.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **1.CW.6.3** Revise and edit written and spoken products by responding to questions and suggestions from adults and peers, remaining focused on a topic, and adding details. ● **1.CW.6.4** Produce and publish written and spoken products, exploring and using a variety of digital tools and multimodalities.
1.CW.7 Construct spoken and written opinion texts, supporting an opinion with reasons.	● **1.CW.7.1** Introduce the topic or text and state an opinion. ● **1.CW.7.2** Support an opinion with reasons. ● **1.CW.7.3** Connect an opinion with reasons, using linking words or phrases. ● **1.CW.7.4** Provide a concluding statement related to the opinion presented.
1.CW.8 Construct spoken and written informative and explanatory texts that identify a topic and convey information.	● **1.CW.8.1** Introduce the topic. ● **1.CW.8.2** Provide facts about the topic. ● **1.CW.8.3** Connect a topic with facts, using linking words or phrases. ● **1.CW.8.4** Provide a concluding statement related to the information or explanation presented.
1.CW.9 Construct spoken and written poetic, descriptive, and narrative texts, to recount events or ideas using key details.	● **1.CW.9.1** Recount two or more appropriately sequenced events or ideas. ● **1.CW.9.2** Describe what happened, using key details. ● **1.CW.9.3** Signal order, using transition words. ● **1.CW.9.4** Provide closure.

Grade 2

Complex Texts Strand

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

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
2.CD.F.1 Produce and comprehend spoken language by attending to what is said and responding appropriately in complete sentences.	● **2.CD.F.1.1** Initiate and maintain conversation through multiple exchanges. ● **2.CD.F.1.2** Speak clearly using appropriate expression and inflection.
2.CD.F.2 Addressed in 2.CD.F.3	Addressed in 2.CD.F.3.
2.CD.F.3 Know and apply grades K-2 phonics and word analysis skills to accurately decode and encode words in and out of context.	● **2.CD.F.3.1** Decode and encode words with open and closed syllables and consonant -le. ● **2.CD.F.3.2** Decode and encode words with common prefixes and suffixes. ● **2.CD.F.3.3** Decode and encode grade-appropriate, irregularly spelled words. ● **2.CD.F.3.4** Decode and encode words with variable vowel teams and vowel diphthongs. ● **2.CD.F.3.5** Decode and encode regularly spelled two-syllable words with long vowels. ● **2.CD.F.3.6** Apply pre-taught grade-level phonics skills to accurately read aligned connected text.
2.CD.F.4 Orally read texts with fluency to support comprehension.	● **2.CD.F.4.1** Read texts for a variety of purposes. ● **2.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **2.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
2.CD.1 Determine a theme and main idea of texts using key details.	● **2.CD.1.1** Determine a theme or main idea in a text. ● **2.CD.1.2** Describe the relationship between two characters or individuals, their experiences, settings, major events, or ideas in a text.
2.CD.2 Explain the purpose and perspectives in a text.	● **2.CD.2.1** Explain the relationship between the point of view and perspectives in a text. ● **2.CD.2.2** Describe the overall structure and purpose of a text. ● **2.CD.2.3** Distinguish the differences in perspectives between characters or individuals in a text. ● **2.CD.2.4** Identify words and phrases that contribute to meaning in a text.
2.CD.3 Compare and contrast multiple texts about the same or similar themes and topics.	● **2.CD.3.1** Identify the reasons and evidence authors use to support specific opinions in multiple texts. ● **2.CD.3.2** Use text features to locate relevant information in multiple texts. ● **2.CD.3.3** Describe how embedded diverse media or specific aspects of an image or illustration provide information in multiple texts.
2.CD.4 Apply knowledge of K-2 language and its conventions when writing, speaking, reading, and listening.	● **2.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **2.CD.4.2** Distinguish between the literal and nonliteral meanings of words and phrases in context. ● **2.CD.4.3** Compare formal and informal uses of English. ● **2.CD.4.4** Distinguish shades of meaning among closely related verbs and closely related adjectives.

Communication & Writing Strand

Standard	Objectives
2.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	● **2.CW.1.1** Follow agreed-upon norms or expectations for discussions and carry out assigned roles. ● **2.CW.1.2** Refer to evidence in texts when building on and connecting to others' ideas. ● **2.CW.1.3** Pose and respond to questions to clarify and deepen understanding of topics and texts under discussion, while staying on topic and connecting ideas to others' comments.
2.CW.2 Demonstrate command of grades K-2 grammar and usage when writing and speaking to create a unique style and voice.	● **2.CW.2.1** Explain the function of adverbs. ● **2.CW.2.2** Form and use abstract nouns, collective nouns, and frequently occurring irregular plural nouns. ● **2.CW.2.3** Form and use the past tense of frequently occurring irregular verbs. ● **2.CW.2.4** Use reflexive and relative pronouns. ● **2.CW.2.5** Use adjectives and adverbs, selecting an appropriate one based on what is being modified. ● **2.CW.2.6** Use subordinating conjunctions.
2.CW.3 Demonstrate command of grades K-2 conventions when writing.	● **2.CW.3.1** Capitalize holidays, brand names, and names of places. ● **2.CW.3.2** Use commas in addresses, greetings, and closings. ● **2.CW.3.3** Use apostrophes to form singular possessive nouns.
2.CW.4 Produce sentences appropriate for grade 2, with increasing fluency and complexity.	● **2.CW.4.1** Create readable texts with legible handwriting using manuscript and transcription. ● **2.CW.4.2** Produce and expand complete simple, compound, and complex sentences. ● **2.CW.4.3** Begins in grade 4. ● **2.CW.4.4** Recognize the defining characteristics of complex sentences.
2.CW.5 Construct short research projects about topics or concepts aligned to grade 2 content.	● **2.CW.5.1** Recall relevant information from experiences and gather relevant information from a variety of sources to answer questions. ● **2.CW.5.2** Take notes on relevant information from provided sources. ● **2.CW.5.3** Identify characteristics of relevant sources.
2.CW.6 Use a recursive process to refine spoken and written products.	● **2.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **2.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **2.CW.6.3** Revise and edit written and spoken products, using support and collaboration with peers and adults. ● **2.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities.

Standard	Objectives
2.CW.7 Construct spoken and written opinion texts, supporting a perspective with reasons and evidence.	● **2.CW.7.1** Introduce the topic or text and state an opinion from a specific perspective. ● **2.CW.7.2** Support an opinion with reasons and evidence. ● **2.CW.7.3** Connect an opinion with reasons and evidence, using linking words and phrases. ● **2.CW.7.4** Provide a concluding statement or section related to the opinion presented.
2.CW.8 Construct spoken and written informative and explanatory texts to examine a topic and clearly convey ideas and information.	● **2.CW.8.1** Introduce the topic. ● **2.CW.8.2** Develop the topic with facts, definitions, and details. ● **2.CW.8.3** Connect multiple facts, definitions, and details, using linking words and phrases. ● **2.CW.8.4** Provide a concluding statement or section related to the information or explanation presented.
2.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, details, and clear sequences.	● **2.CW.9.1** Recount and expand upon an event. ● **2.CW.9.2** Develop experiences and events clearly or show the response of characters to situations using details. ● **2.CW.9.3** Establish a logical sequence, using transition words. ● **2.CW.9.4** Provide closure.

North Carolina Standard Course of Study English Language Arts
Grades 3-5

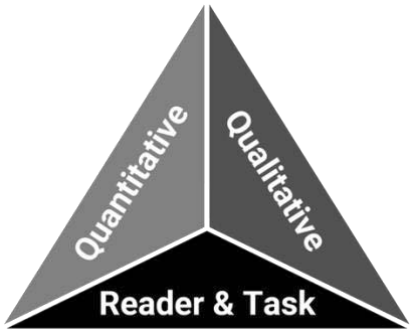
The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military. The NC ELA Standard Course of Study serves as the framework that guides each public school unit (PSU) in the development of the curriculum and instruction of English Language Arts.

Fundamental Principles

The NC ELA SCOS is grounded in three fundamental principles: 1) *Grade-Level Complex Texts at the Center*; 2) *Integrated Model of Literacy & Spiraling;* and 3) *Variety of Texts*.

Grade-Level Complex Texts at the Center

To truly master grade-level standards, students must be able to apply them to grade-appropriate, complex texts. Text complexity defines the level of difficulty in reading and understanding a text based on three measures that should be considered equally: quantitative, qualitative, and reader and task. Students are expected to read and comprehend increasingly complex texts as they work up the staircase of complexity within their grade band, as appropriate for each grade.



Quantitative measures are computer-generated readability measures that measure word length, word frequency, sentence length, and text cohesion. In North Carolina, Lexile is the most commonly used quantitative measure. The Lexile bands for each grade within the 3-5 grade-band are below.

Grade	Quantitative Measure Only
Grade 3	520L - 820L
Grade 4	740L - 940L
Grade 5	830L - 1010L

Qualitative measures are used to locate a text within a specific grade band and are used to determine whether a text is appropriate for the grade in relation to text structure, language conventions, knowledge demands, and layers of meaning within the text.

Reader and task considerations involve the use of professional judgment by the teacher when determining if the text is appropriate for the instructional purpose with a particular set of students. All three measures should be taken into consideration when selecting texts for classroom use that meet the demands of grade-level standards.

Educators should carefully select complex texts using the three measures of text complexity and place them at the center of daily instruction to ensure standards are authentically introduced, taught, and assessed, avoiding skills being taught in isolation. These texts are the vehicle for students to access the ELA NC Standard Course of Study (NCSCOS) and build their academic skill sets. When engaging in interactive read alouds, students should be exposed to complex texts that are two-to-three grade levels above their own, enabling them to hear fluent reading and engage with rich content.

Integrated Model of Literacy & Spiraling

The ELA NCSCOS includes the core components of Scarborough's Reading Rope and illustrates how four language domains of reading, writing, speaking, and listening are interrelated and are mastered in integration with one another. Writing, speaking, and representing are used to support comprehension of the text being read, listened to, or viewed. Reading, listening, and viewing texts support students' understanding of text structures, features, style, grammar and conventions, and presentation which they can emulate in their own writing, speaking, and representing. This integration supports students' mastery in applying skills across language domains in various contexts and from a range of texts.

The standards in the ELA NCSCOS are designed to ensure that students encounter and engage with the same standards throughout the academic year or course. Each time these standards are revisited, they are presented with increasing complexity, reinforcing previously acquired knowledge and skills. This spiraling provides continuous reinforcement and support towards standards mastery and emphasizes that literacy is not developed through an isolated skills-based approach.

Variety of Texts

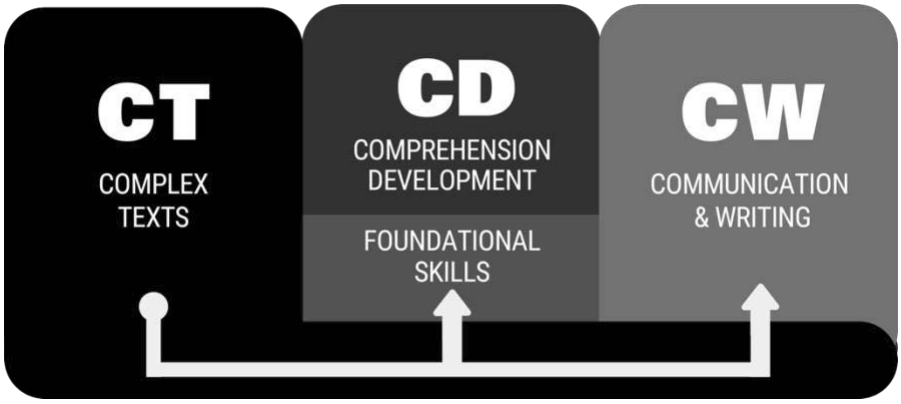
The ELA NCSCOS allows for flexibility in the complex texts used for instruction. Within the context of the NCSCOS, "texts" are defined as any materials students can read, write, speak, view, listen to, or explore. Texts take many forms, drawing on multiple genres and combinations of genres. They relay vastly different content to address many kinds of purposes. They draw on a wide array of modalities, sometimes combining modalities into multi

modal forms. They may be printed on paper or published in digital forms (NAEP 2025). Educators should ensure that students engage with a diverse range of genres, structures, media, and formats, including narratives, poetry, articles, primary documents, videos, music, and art.

NC ELA Standard Course of Study Framework

The NC ELA Standard Course of Study consists of three strands: Complex Texts, Comprehension Development, and Communication & Writing. These three strands work together to illustrate an integrated model of literacy.

The Complex Texts Strand should be integrated across the other two strands: Comprehension Development and Communication & Writing. This integration places a focus on text-centered instruction, emphasizing that—in order to master all standards within the NC ELA SCOS—students must be able to apply these skills to grade-appropriate complex texts. Effectively applying these skills to a variety of grade-appropriate complex texts demonstrates that students can independently construct meaning across language domains from a range of texts.



The Comprehension Development Strand includes a Foundational Skills Substrand that emphasizes the use of morphology and combined use of all previously learned phonics-based skills. This strand outlines the progression of reading skills that underpin students' ability to independently access complex text. Targeting foundational skills and comprehension development, as portrayed in Scarborough's Reading Rope, (2001), in concert serve to grow students' ability to discern more from and make fuller use of texts. Students should demonstrate their proficiency in these standards both through interpretive and expressive language domains: reading, listening, viewing, speaking, writing, and representing.

The Communication & Writing Strand addresses communicating clearly and coherently through expressive language. Please note that CW.6 emphasizes that composing written and spoken products is not a linear process. This standard should be explicitly taught as well as integrated with CW.7-CW.9 to ensure students learn how to apply writing and speaking strategies when composing different text types for different audiences and purposes.

To further assist educators in understanding the North Carolina SCOS for English Language Arts, view the K-12 ELA SCOS Glossary, which provides definitions of key terms used throughout the standards and objectives.

Notes:

Local Control. These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for English Language Arts.

Artificial Intelligence (AI). Since multiple digital tools and platforms exist and continue to emerge, educators should seek opportunities to interweave the appropriate tools where appropriate, including AI. For AI Guidance, see the Office of Digital Teaching and Learning's Generative AI Implementation Recommendations.

Resources mentioned in this document may be found at https://go.ncdpi.gov/ELA.

Grade 3

Complex Texts Strand

Standard	Objectives
3.CT.1 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.	● **3.CT.1.1** Ask and answer questions about key details, referring explicitly to the text as the basis for the answers. ● **3.CT.1.2** Use self-monitoring, repeated reading, recounting, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **3.CT.1.3** Draw on a wide reading of texts to build knowledge and vocabulary. ● **3.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
3.CD.F.1 Addressed in 3.CW.1.	Addressed in 3.CW.1.
3.CD.F.2 Addressed in 3.CD.F.3.	Addressed in 3.CD.F.3.
3.CD.F.3 Know and apply grades K-3 phonics and word analysis skills to accurately decode and encode words in and out of context.	● **3.CD.F.3.1** Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to decode and encode unfamiliar multisyllabic words. ● **3.CD.F.3.2** Decode and encode words with common derivational and Latin suffixes. ● **3.CD.F.3.3** Decode and encode grade-appropriate, irregularly spelled words.
3.CD.F.4 Orally read texts with fluency to support comprehension.	● **3.CD.F.4.1** Read texts for a variety of purposes. ● **3.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **3.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
3.CD.1 Explain how theme and main idea are conveyed and supported by key details in texts.	● **3.CD.1.1** Determine a theme or main idea in a text. ● **3.CD.1.2** Explain the relationships between multiple characters or individuals, settings, events, ideas, or steps.
3.CD.2 Explain the purpose and perspectives in a text.	● **3.CD.2.1** Explain how the author or narrator's perspective influences the purpose of a text. ● **3.CD.2.2** Describe the overall structure and purpose of a text, identifying specific parts and describing how each successive part builds on earlier sections. ● **3.CD.2.3** Distinguish the differences in perspectives between characters or individuals, the author or narrator, and their own. ● **3.CD.2.4** Identify words and phrases that contribute to meaning in a text.
3.CD.3 Compare and contrast multiple texts about the same or similar themes and topics.	● **3.CD.3.1** Identify the reasons and evidence authors use to support specific opinions in multiple texts. ● **3.CD.3.2** Use text features to locate relevant information in multiple texts. ● **3.CD.3.3** Describe how embedded diverse media or specific aspects of an image or illustration clarify or contribute to what is conveyed by the words in multiple texts.
3.CD.4 Apply knowledge of K-3 language and its conventions when writing, speaking, reading, and listening.	● **3.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **3.CD.4.2** Distinguish between the literal and nonliteral meanings of words and phrases in context. ● **3.CD.4.3** Compare formal and informal uses of English and recognize differences between the conventions of spoken and written standard English. ● **3.CD.4.4** Distinguish shades of meaning among words, choosing words and phrases to enhance meaning.

Communication & Writing Strand

Standard	Objectives
3.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	● **3.CW.1.1** Follow agreed-upon norms or expectations for discussions and carry out assigned roles. ● **3.CW.1.2** Refer to evidence in texts when building on and connecting to others' ideas. ● **3.CW.1.3** Pose and respond to questions to clarify and deepen understanding of the topics and texts under discussion, stay on topic, and connect their ideas to others' questions and comments. ● **3.CW.1.4** Explain their own ideas and understanding in light of the discussion.
3.CW.2 Demonstrate command of grades K-3 grammar and usage when writing and speaking to create a unique style and voice.	● **3.CW.2.1** Explain the function of prepositions. ● **3.CW.2.2** Use regular and irregular verbs in simple tenses, ensuring subject-verb and pronoun-antecedent agreement. ● **3.CW.2.3** Use relative adverbs. ● **3.CW.2.4** Form and use prepositional phrases. ● **3.CW.2.5** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
3.CW.3 Demonstrate command of grades K-3 conventions when writing.	● **3.CW.3.1** Use conventional capitalization, underlining, quotation marks, and italics to appropriately indicate titles of texts. ● **3.CW.3.2** Use capitalization, commas, and quotation marks correctly in dialogue. ● **3.CW.3.3** Use apostrophes to form plural possessive nouns.
3.CW.4 Produce sentences appropriate for grade 3, with increasing fluency and complexity.	● **3.CW.4.1** Create readable texts with legible handwriting using manuscript, cursive, and transcription. ● **3.CW.4.2** Produce and expand complete simple, compound, and complex sentences within a paragraph. ● **3.CW.4.3** Begins in grade 4.
3.CW.5 Construct short research projects about topics, concepts, or themes aligned to grade 3 content.	● **3.CW.5.1** Recall relevant information from experiences and gather relevant information from a variety of sources to answer questions. ● **3.CW.5.2** Take notes and categorize relevant information from a variety of sources. ● **3.CW.5.3** Locate relevant sources. ● **3.CW.5.4** List titles and authors of sources to show where information came from.

Standard	Objectives
3.CW.6 Use a recursive process to refine spoken and written products.	● **3.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **3.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **3.CW.6.3** Revise and edit written and spoken products, using support and collaboration with peers and adults. ● **3.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities.
3.CW.7 Construct spoken and written opinion texts, supporting a perspective with reasons and evidence.	● **3.CW.7.1** Introduce the topic or text, state an opinion from a specific perspective, and create an organizational structure that lists reasons. ● **3.CW.7.2** Support an opinion with reasons, using relevant evidence from sources. ● **3.CW.7.3** Connect an opinion with reasons and evidence, using linking words and phrases. ● **3.CW.7.4** Provide a concluding statement or section related to the opinion presented.
3.CW.8 Construct spoken and written informative and explanatory texts to examine a topic and clearly convey ideas and information.	● **3.CW.8.1** Introduce the topic and create an organizational structure that groups related information. ● **3.CW.8.2** Develop the topic with facts, definitions, and details. ● **3.CW.8.3** Connect ideas within categories of information, using linking words or phrases. ● **3.CW.8.4** Provide a concluding statement or section related to the information or explanation presented.
3.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.	● **3.CW.9.1** Recount or establish a context by including details and literary elements. ● **3.CW.9.2** Develop experiences and events clearly or show the response of characters to situations using dialogue, concrete words and phrases, and sensory details. ● **3.CW.9.3** Establish a logical sequence, using a variety of transition words and phrases. ● **3.CW.9.4** Provide closure.

Grade 4

Complex Texts Strand

Standard	Objectives
4.CT.1 Independently read and listen to texts within the 4-5 text complexity band, applying skills from the grade 4 standards proficiently.	● **4.CT.1.1** Ask and answer questions about key details in a text, referring explicitly to the text when explaining what the text states and when explaining logical inferences drawn from the text. ● **4.CT.1.2** Use self-monitoring, repeated reading, summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **4.CT.1.3** Draw on a wide reading of texts to build knowledge and vocabulary. ● **4.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
4.CD.F.1 Addressed in 4.CW.1.	Addressed in 4.CW.1.
4.CD.F.2 Addressed in 4.CD.F.3.	Addressed in 4.CD.F.3.
4.CD.F.3 Know and apply grades K-4 phonics and word analysis skills to accurately decode and encode words in and out of context.	● **4.CD.F.3.1** Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to decode and encode unfamiliar multisyllabic words. ● **4.CD.F.3.2** Decode and encode common Latin derived words.
4.CD.F.4 Orally read texts with fluency to support comprehension.	● **4.CD.F.4.1** Read texts for a variety of purposes. ● **4.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **4.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
4.CD.1 Explain the development of themes and main ideas through key details in texts.	● **4.CD.1.1** Determine the themes or main ideas in a text. ● **4.CD.1.2** Explain how relationships between characters or individuals, settings, or a series of ideas, events, or steps contribute to the development of themes or main ideas in a text.
4.CD.2 Explain how the purpose and perspectives in a text influence the way content is described.	● **4.CD.2.1** Explain how the author or narrator's perspective influences the way content is described. ● **4.CD.2.2** Explain how events, ideas, concepts, or information influence the overall structure of a text and contribute to the author's purpose. ● **4.CD.2.3** Compare and contrast the perspectives in two or more texts on the same topic. ● **4.CD.2.4** Explain how specific word choices contribute to meaning in a text.
4.CD.3 Compare and contrast how multiple texts approach similar themes and topics.	● **4.CD.3.1** Explain how authors use reasons and evidence to support specific opinions in multiple texts. ● **4.CD.3.2** Describe how ideas are represented in a text and its visual or oral presentation to build understanding of the same or similar topic or theme. ● **4.CD.3.3** Analyze how embedded diverse media or formats contribute to the meaning of multiple texts.
4.CD.4 Apply knowledge of K-4 language and its conventions when writing, speaking, reading, and listening.	● **4.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **4.CD.4.2** Recognize, interpret, and use similes and metaphors. ● **4.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **4.CD.4.4** Use intentional words, phrases, punctuation, and sentence choices to convey ideas or enhance meaning.
4.CD.1 Explain the development of themes and main ideas through key details in texts.	● **4.CD.1.1** Determine the themes or main ideas in a text. ● **4.CD.1.2** Explain how relationships between characters or individuals, settings, or a series of ideas, events, or steps contribute to the development of themes or main ideas in a text.

Communication & Writing Strand

Standard	Objectives
4.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	● **4.CW.1.1** Follow agreed-upon norms or expectations for discussions and carry out assigned roles. ● **4.CW.1.2** Refer to evidence in texts when building on and connecting to others' ideas. ● **4.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.CW.1.4** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
4.CW.2 Demonstrate command of grades K-4 grammar and usage when writing and speaking to create a unique style and voice.	● **4.CW.2.1** Explain the function of interjections. ● **4.CW.2.2** Form and use the progressive verb aspect. ● **4.CW.2.3** Use modal auxiliaries to convey various conditions. ● **4.CW.2.4** Order adjectives within sentences according to conventional patterns. ● **4.CW.2.5** Use interjections.
4.CW.3 Demonstrate command of grades K-4 conventions when writing.	● **4.CW.3.1** Use conventional capitalization in abbreviations, proper adjectives, and formal titles. ● **4.CW.3.2** Use commas to indicate direct addresses and to set off the words "yes" and "no."
4.CW.4 Produce sentences appropriate for grade 4, with increasing fluency and complexity.	● **4.CW.4.1** Create readable texts with legible handwriting using manuscript, cursive, and transcription. ● **4.CW.4.2** Produce, expand, and rearrange complete simple, compound, and complex sentences within paragraphs. ● **4.CW.4.3** Recognize and correct inappropriate fragments, run-ons, and frequently misused words.
4.CW.5 Construct short research projects about topics, concepts, or themes aligned to grade 4 content.	● **4.CW.5.1** Draw on multiple sources to answer questions. ● **4.CW.5.2** Integrate and paraphrase or summarize relevant information when drawing on a variety of sources. ● **4.CW.5.3** Locate relevant sources and identify features of credible sources. ● **4.CW.5.4** Provide a list of sources to avoid plagiarism.

Standard	Objectives
4.CW.6 Use a recursive process to refine spoken and written products.	● **4.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **4.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **4.CW.6.3** Revise and edit written and spoken products, using support and collaboration with peers and adults. ● **4.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities.
4.CW.7 Construct spoken and written opinion texts, supporting a perspective with reasons and evidence.	● **4.CW.7.1** Introduce the topic or text clearly, state an opinion from a specific perspective, and create an organizational structure in which related ideas are grouped to support the purpose. ● **4.CW.7.2** Support an opinion with reasons, using relevant evidence from sources. ● **4.CW.7.3** Connect an opinion with reasons and evidence, using words, phrases, and clauses. ● **4.CW.7.4** Provide a concluding statement or section that clearly follows the opinion presented.
4.CW.8 Construct spoken and written informative and explanatory texts to examine a topic and clearly convey ideas and information, through the addition of related content.	● **4.CW.8.1** Introduce the topic clearly, provide a general observation and focus, and create an organizational structure that groups related information. ● **4.CW.8.2** Develop the topic with facts, definitions, concrete details, or other information and examples related to the topic. ● **4.CW.8.3** Connect ideas within and across categories of information and use domain-specific vocabulary to inform about or explain the topic. ● **4.CW.8.4** Provide a concluding statement or section that clearly follows the information or explanation presented.
4.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.	● **4.CW.9.1** Orient the audience by establishing a context and introducing literary elements. ● **4.CW.9.2** Develop experiences and events clearly or show the responses of characters to situations, using dialogue, concrete words and phrases, and sensory details. ● **4.CW.9.3** Establish a logical sequence, using a variety of transition words and phrases. ● **4.CW.9.4** Conclude the text in a manner that clearly follows from the experiences or events.

Grade 5

Complex Texts Strand

Standard	Objectives
5.CT.1 Independently read and listen to texts at the high end of the 4-5 text complexity band, applying skills from the grade 5 standards proficiently.	● **5.CT.1.1** Ask and answer questions about key details in a text, quoting accurately when explaining what the text states and when explaining logical inferences drawn from the text. ● **5.CT.1.2** Use self-monitoring, repeated reading, summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **5.CT.1.3** Draw on a wide reading of texts to build knowledge and vocabulary. ● **5.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
5.CD.F.1 Addressed in 5.CW.1.	Addressed in 5.CW.1.
5.CD.F.2 Addressed in 5.CD.F.3.	Addressed in 5.CD.F.3.
5.CD.F.3 Know and apply grades K-5 phonics and word analysis skills to accurately decode and encode words in and out of context.	● **5.CD.F.3.1** Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to decode and encode unfamiliar multisyllabic words. ● **5.CD.F.3.2** Decode and encode common Latin and Greek derived words.
5.CD.F.4 Orally read texts with fluency to support comprehension.	● **5.CD.F.4.1** Read texts for a variety of purposes. ● **5.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **5.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
5.CD.1 Explain the development of themes and main ideas through key details in texts.	● **5.CD.1.1** Determine the themes or main ideas in a text. ● **5.CD.1.2** Explain how relationships between characters or individuals, settings, or a series of ideas, events, or steps contribute to the development of themes or main ideas in a text.
5.CD.2 Explain how the purpose and perspectives in a text influence the way content is described.	● **5.CD.2.1** Explain how the author or narrator's perspective influences the way content is described. ● **5.CD.2.2** Compare and contrast the overall structure of two or more texts on the same topic, explaining how each structure supports the author’s purpose. ● **5.CD.2.3** Compare and contrast the purpose and perspectives in two or more texts on the same topic. ● **5.CD.2.4** Explain how specific word choices contribute to meaning or tone in a text.
5.CD.3 Compare and contrast how multiple texts approach similar themes and topics.	● **5.CD.3.1** Explain how authors use reasons and evidence to support specific opinions in multiple texts, identifying which reasons and evidence support which point. ● **5.CD.3.2** Explain connections between a text and its visual or oral presentation and how each version reflects specific content and contributes to its meaning. ● **5.CD.3.3** Analyze how embedded diverse media or formats contribute to the meaning and tone of multiple texts.
5.CD.4 Apply knowledge of K-5 language and its conventions when writing, speaking, reading, and listening.	● **5.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **5.CD.4.2** Recognize, interpret, and use similes, metaphors, idioms, adages, and proverbs. ● **5.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **5.CD.4.4** Use intentional words, phrases, punctuation, and sentence choices to convey ideas or enhance meaning, style, or interest.

Communication & Writing Strand

Standard	Objectives
5.CW.1 Engage effectively in collaborative discussions about texts, building on others' ideas and clearly expressing their own.	● **5.CW.1.1** Follow agreed-upon norms or expectations for discussions and carry out assigned roles. ● **5.CW.1.2** Refer to evidence in texts when building on and connecting to others' ideas. ● **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. ● **5.CW.1.4** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
5.CW.2 Demonstrate command of grades K-5 grammar and usage when writing and speaking to create a unique style and voice.	● **5.CW.2.1** Explain the function of conjunctions in general and in particular sentences. ● **5.CW.2.2** Form and use the perfect verb aspect. ● **5.CW.2.3** Use verb tense to convey various times, sequences, states, and conditions. ● **5.CW.2.4** Use indefinite pronouns, ensuring correct agreement. ● **5.CW.2.5** Use correlative conjunctions.
5.CW.3 Demonstrate command of grades K-5 conventions when writing.	● **5.CW.3.1** Use capitalization, commas, and quotation marks correctly to indicate direct speech and quotations from a text. ● **5.CW.3.2** Use a comma to separate an introductory element from the rest of the sentence or to set off tag questions.
5.CW.4 Produce sentences appropriate for grade 5, with increasing fluency and complexity.	● **5.CW.4.1** Create readable texts with legible handwriting using manuscript, cursive, and transcription. ● **5.CW.4.2** Produce, expand, and rearrange complete simple, compound, and complex sentences within paragraphs. ● **5.CW.4.3** Recognize and correct inappropriate fragments, run-ons, and frequently misused words.
5.CW.5 Construct short research projects about topics, concepts, or themes aligned to grade 5 content.	● **5.CW.5.1** Draw on multiple sources to answer questions. ● **5.CW.5.2** Integrate and paraphrase or summarize relevant information when drawing on a variety of sources. ● **5.CW.5.3** Locate relevant sources and identify features of credible sources. ● **5.CW.5.4** Quote from and provide a list of sources to avoid plagiarism.

Standard	Objectives
5.CW.6 Use a recursive process to refine spoken and written products.	● **5.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **5.CW.6.2** Draft written and spoken products to accurately address purpose, task, and audience. ● **5.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. ● **5.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities.
5.CW.7 Construct spoken and written opinion texts, supporting a perspective with reasons and evidence.	● **5.CW.7.1** Introduce the topic or text clearly, state an opinion from a specific perspective, and create an organizational structure in which ideas are logically grouped to support the purpose. ● **5.CW.7.2** Support an opinion with logically ordered reasons, using relevant evidence from sources. ● **5.CW.7.3** Connect an opinion with reasons and evidence, using words, phrases, and clauses. ● **5.CW.7.4** Provide a concluding statement or section that clearly follows the opinion presented.
5.CW.8 Construct spoken and written informative and explanatory texts to examine a topic and clearly convey ideas and information, through the addition of related content.	● **5.CW.8.1** Introduce the topic clearly, provide a general observation and focus, and create a logical organizational structure that groups related information. ● **5.CW.8.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● **5.CW.8.3** Connect ideas within and across categories of information, and use precise language and domain-specific vocabulary to inform about or explain the topic. ● **5.CW.8.4** Provide a concluding statement or section that clearly follows the information or explanation presented.
5.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, descriptive details, and clear sequences.	● **5.CW.9.1** Engage and orient the audience by establishing a context and introducing literary elements. ● **5.CW.9.2** Develop experiences and events clearly or show the responses of characters to situations, using dialogue, concrete words and phrases, figurative language, and sensory details. ● **5.CW.9.3** Establish a logical sequence, using a variety of transition words and phrases. ● **5.CW.9.4** Conclude the text in a manner that clearly follows from the experiences or events.

North Carolina Standard Course of Study English Language Arts
Grades 6-8

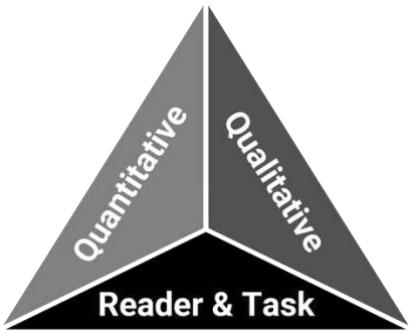
The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military. The NC ELA Standard Course of Study serves as the framework that guides each public school unit (PSU) in the development of the curriculum and instruction of English Language Arts.

Fundamental Principles

The NC ELA SCOS is grounded in three fundamental principles: 1) *Grade-Level Complex Texts at the Cente*r; 2) *Integrated Model of Literacy & Spiralin*g*;* and 3) *Variety of Texts*.

Grade-Level Complex Texts at the Center

To truly master grade-level standards, students must be able to apply them to grade-appropriate, complex texts. Text complexity defines the level of difficulty in reading and understanding a text based on three measures that should be considered equally: quantitative, qualitative, and reader and task. Students are expected to read and comprehend increasingly complex texts as they work up the staircase of complexity within their grade band, as appropriate for each grade.



Quantitative measures are computer-generated readability measures that measure word length, word frequency, sentence length, and text cohesion. In North Carolina, Lexile is the most commonly used quantitative measure. The Lexile bands for each grade within the 6-8 grade-band are below.

Grade	Quantitative Measure Only
Grade 6	925L - 1070L
Grade 7	970L - 1120L
Grade 8	1010L - 1185L

Qualitative measures are used to locate a text within a specific grade band and are used to determine whether a text is appropriate for the grade in relation to text structure, language conventions, knowledge demands, and layers of meaning within the text.

Reader and task considerations involve the use of professional judgment by the teacher when determining if the text is appropriate for the instructional purpose with a particular set of students. All three measures should be taken into consideration when selecting texts for classroom use that meet the demands of grade-level standards.

Educators should carefully select complex texts using the three measures of text complexity and place them at the center of daily instruction to ensure standards are authentically introduced, taught, and assessed, avoiding skills being taught in isolation. These texts are the vehicle for students to access the ELA NC Standard Course of Study (NCSCOS) and build their academic skill sets.

Integrated Model of Literacy & Spiraling

The ELA NCSCOS includes the core components of Scarborough's Reading Rope and illustrates how four language domains of reading, writing, speaking, and listening are interrelated and are mastered in integration with one another. Writing, speaking, and representing are used to support comprehension of the text being read, listened to, or viewed. Reading, listening, and viewing texts support students' understanding of text structures, features, style, grammar and conventions, and presentation which they can emulate in their own writing, speaking, and representing. This integration supports students' mastery in applying skills across language domains in various contexts and from a range of texts.

The standards in the ELA NCSCOS are designed to ensure that students encounter and engage with the same standards throughout the academic year or course. Each time these standards are revisited, they are presented with increasing complexity, reinforcing previously acquired knowledge and skills. This spiraling provides continuous reinforcement and support towards standards mastery and emphasizes that literacy is not developed through an isolated skills-based approach.

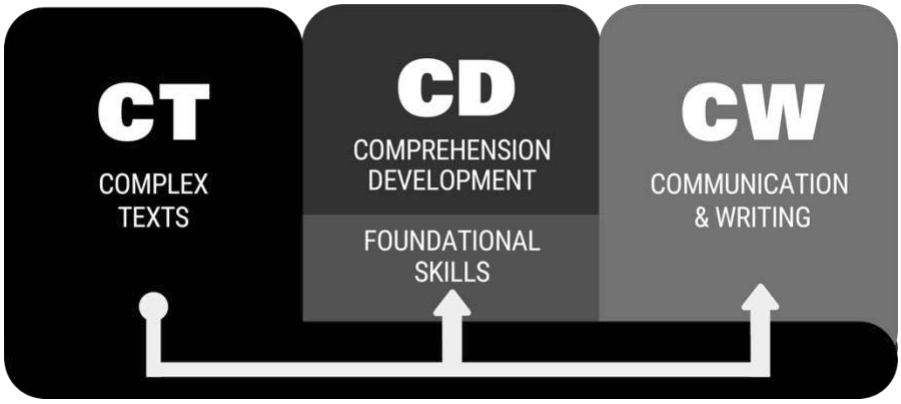
Variety of Texts

The ELA NCSCOS allows for flexibility in the complex texts used for instruction. Within the context of the NCSCOS, "texts" are defined as any materials students can read, write, speak, view, listen to, or explore. Texts take many forms, drawing on multiple genres and combinations of genres. They relay vastly different content to address many kinds of purposes. They draw on a wide array of modalities, sometimes combining modalities into multimodal forms. They may be printed on paper or published in digital forms (NAEP 2025). Educators should ensure that students engage with a diverse range of genres, structures, media, and formats, including narratives, poetry, articles, primary documents, videos, music, and art.

NC ELA Standard Course of Study Framework

The NC ELA Standard Course of Study consists of three strands: Complex Texts, Comprehension Development, and Communication & Writing. These three strands work together to illustrate an integrated model of literacy.

The Complex Texts Strand should be integrated across the other two strands: Comprehension Development and Communication & Writing. This integration places a focus on text-centered instruction, emphasizing that—in order to master all standards within the NC ELA SCOS—students must be able to apply these skills to grade-appropriate complex texts. Effectively applying these skills to a variety of grade-appropriate complex texts demonstrates that students can independently construct meaning across language domains from a range of texts.



The Comprehension Development Strand includes a Foundational Skills Substrand that emphasizes instruction in oral reading fluency, word recognition, and word knowledge skills. This strand outlines the progression of reading skills that underpin students' ability to independently access complex text. Targeting foundational skills and comprehension development, as portrayed in Scarborough's Reading Rope, (2001), in concert serve to grow students' ability to discern more from and make fuller use of texts. Students should demonstrate their proficiency in these standards both through interpretive and expressive language domains: reading, listening, viewing, speaking, writing, and representing.

The Communication & Writing Strand addresses communicating clearly and coherently through expressive language. Please note that CW.6 emphasizes that composing written and spoken products is not a linear process. This standard should be explicitly taught as well as integrated with CW.7-CW.9 to ensure students learn how to apply writing and speaking strategies when composing different text types for different audiences and purposes.

To further assist educators in understanding the North Carolina SCOS for English Language Arts, view the K-12 ELA SCOS Glossary, which provides definitions of key terms used throughout the standards and objectives.

Notes:

Local Control. These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for English Language Arts.

Artificial Intelligence (AI). Since multiple digital tools and platforms exist and continue to emerge, educators should seek opportunities to interweave the appropriate tools where appropriate, including AI. For AI Guidance, see the Office of Digital Teaching and Learning's Generative AI Implementation Recommendations.

Resources mentioned in this document may be found at https://go.ncdpi.gov/ELA.

Grade 6

Complex Texts Strand

Standard	Objectives
6.CT.1 Independently read and listen to texts within the 6-8 text complexity band, applying skills from the grade 6 standards proficiently.	● **6.CT.1.1** Cite textual evidence to support analysis of what a text states as well as inferences drawn from a text. ● **6.CT.1.2** Use self-monitoring, repeated reading, objective summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **6.CT.1.3** Draw on a wide reading of texts, including texts on the Holocaust and genocide, to build knowledge and vocabulary. ● **6.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
6.CD.F.1 Addressed in 6.CW.1.	Addressed in 6.CW.1.
6.CD.F.2 Addressed in 6.CD.F.3.	Addressed in 6.CD.F.3.
6.CD.F.3 Apply K-6 word recognition and word knowledge skills to comprehend texts within the 6-8 text complexity band.	● **6.CD.F.3.1** Apply knowledge of syllabication to support word recognition. ● **6.CD.F.3.2** Apply knowledge of morphology to support word knowledge.
6.CD.F.4 Orally read texts with fluency to support comprehension.	● **6.CD.F.4.1** Read texts for a variety of purposes. ● **6.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **6.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
6.CD.1 Analyze the development of themes and main ideas through key details in texts.	● **6.CD.1.1** Determine the themes or main ideas in a text. ● **6.CD.1.2** Analyze how key literary elements, individuals, ideas, and events develop and how they contribute to the themes or main ideas in a text.
6.CD.2 Analyze how purpose and perspective shape the content and style of texts.	● **6.CD.2.1** Determine an author's purpose and perspective in a text, including possible bias, and explain how they are evident. ● **6.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.CD.2.3** Analyze how differing perspectives within and across texts contribute to text development, meaning, and style. ● **6.CD.2.4** Analyze how specific word choices impact meaning and tone.
6.CD.3 Analyze multiple texts on the same theme and topic to determine how elements or information are used, transformed, and conflicted.	● **6.CD.3.1** Evaluate the argument of multiple texts distinguishing claims that are supported by reasons and evidence from claims that are not. ● **6.CD.3.2** Compare and contrast a text with its visual or oral presentation, explaining how the adaptation contributes to the reader's interpretation. ● **6.CD.3.3** Evaluate the impact of the presentation of theme, topic, or information in multiple texts of different forms and genres. ● **6.CD.3.4** Analyze where multiple texts on the same topic or theme emphasize different evidence or advance different interpretations.
6.CD.4 Apply knowledge of K-6 language and its conventions when writing, speaking, reading, and listening.	● **6.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **6.CD.4.2** Recognize, interpret, and use figurative language and literary elements. ● **6.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **6.CD.4.4** Addressed in 6.CD.4.2. ● **6.CD.4.5** Interpret the syntax of phrases, clauses, and sentences to comprehend texts within the 6-8 text complexity band.

Communication & Writing Strand

Standard	Objectives
6.CW.1 Engage effectively in a range of collaborative discussions about texts, building on others' perspectives and clearly expressing their own.	● **6.CW.1.1** Follow norms or expectations for civil, collegial discussions and decision-making, and define individual roles as needed. ● **6.CW.1.2** Refer to evidence from texts to probe and reflect on ideas under discussion. ● **6.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. ● **6.CW.1.4** Acknowledge new information expressed by others and, when warranted, modify their views in light of the evidence presented.
6.CW.2 Demonstrate command of grades K-6 grammar and usage when writing and speaking to create a unique style and voice.	● **6.CW.2.1** Form and use the perfect progressive verb aspect. ● **6.CW.2.2** Recognize and correct inappropriate shifts in verb tense. ● **6.CW.2.3** Use intensive pronouns. ● **6.CW.2.4** Use subjective, objective, and possessive pronouns in the appropriate case and correct vague or inappropriate shifts in number or person.
6.CW.3 Demonstrate command of grades K-6 conventions when writing.	● **6.CW.3.1** Use commas appropriately in compound-complex sentences. ● **6.CW.3.2** Use semicolons to separate items in a series or list when at least one of the items already contains commas.
6.CW.4 Produce sentences appropriate for grade 6, with increasing fluency and complexity.	● **6.CW.4.1** Create texts that demonstrate command of transcription skills. ● **6.CW.4.2** Produce, expand, and rearrange complete simple, compound, complex, and compound-complex sentence structures. ● **6.CW.4.3** Correct inappropriate fragments and run-on sentences.
6.CW.5 Construct research projects to sufficiently answer a question related to a topic, concept, or theme aligned to grade 6 content.	● **6.CW.5.1** Gather multiple sources to answer questions, refocusing the investigation when appropriate. ● **6.CW.5.2** Integrate and paraphrase or summarize relevant information when drawing on multiple sources. ● **6.CW.5.3** Assess the relevance and credibility of sources. ● **6.CW.5.4** Quote multiple sources to avoid plagiarism, providing basic bibliographic information for sources.
6.CW.6 Use a recursive process to refine spoken and written products.	● **6.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **6.CW.6.2** Draft written and spoken products to sufficiently address purpose, task, and audience. ● **6.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. ● **6.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities to add interest.

Standard	Objectives
6.CW.7 Construct spoken and written persuasive texts to support claims with clear reasons and relevant evidence.	● **6.CW.7.1** Introduce claim(s) and organize reasons and evidence clearly. ● **6.CW.7.2** Support claim(s) with clear reasons and relevant evidence, using credible sources. ● **6.CW.7.3** Clarify the relationships among claim(s), reasons, and evidence using words, phrases, and clauses. ● **6.CW.7.4** Provide a concluding statement or section that clearly follows and supports the argument presented.
6.CW.8 Construct spoken and written expository texts to examine a topic and clearly convey ideas, concepts, and information through the selection, organization, and examination of relevant content.	● **6.CW.8.1** Introduce the topic and focus clearly, preview what's to follow, and organize ideas, concepts, and information using logical organizational structures. ● **6.CW.8.2** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● **6.CW.8.3** Clarify the relationships among ideas and concepts, using appropriate transitions, precise language, and domain-specific vocabulary. ● **6.CW.8.4** Provide a concluding statement or section that clearly follows and supports the information or explanation presented.
6.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.	● **6.CW.9.1** Engage and orient the audience by establishing a context and introducing literary elements. ● **6.CW.9.2** Develop experiences and events using dialogue, precise words and phrases, figurative language, and relevant, descriptive sensory details. ● **6.CW.9.3** Establish and develop a logical sequence using literary techniques and transitions to convey shifts from one perspective, time frame, or setting to another. ● **6.CW.9.4** Conclude the text in a manner that follows from and reflects on the experiences or events.

Grade 7

Complex Texts Strand

Standard	Objectives
7.CT.1 Independently read and listen to texts within the 6-8 text complexity band, applying skills from the grade 7 standards proficiently.	● **7.CT.1.1** Cite multiple pieces of textual evidence to support analysis of what a text states as well as inferences drawn from a text. ● **7.CT.1.2** Use self-monitoring, repeated reading, objective summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **7.CT.1.3** Draw on a wide reading of texts, including texts on the Holocaust and genocide, to build knowledge and vocabulary. ● **7.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
7.CD.F.1 Addressed in 7.CW.1.	Addressed in 7.CW.1.
7.CD.F.2 Addressed in 7.CD.F.3.	Addressed in 7.CD.F.3.
7.CD.F.3 Apply K-7 word recognition and word knowledge skills to comprehend texts within the 6-8 text complexity band.	● **7.CD.F.3.1** Apply knowledge of syllabication to support word recognition. ● **7.CD.F.3.2** Apply knowledge of morphology to support word knowledge.
7.CD.F.4 Orally read texts with fluency to support comprehension.	● **7.CD.F.4.1** Read texts for a variety of purposes. ● **7.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **7.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
7.CD.1 Analyze the development of themes and main ideas through key details in texts.	● **7.CD.1.1** Determine the themes or main ideas in a text. ● **7.CD.1.2** Analyze how key literary elements, individuals, ideas, and events develop and relate and how they contribute to the themes or main ideas in a text.
7.CD.2 Analyze how purpose and perspective shape the content and style of texts.	● **7.CD.2.1** Determine an author's purpose and perspective in a text, including possible bias, and analyze how the author contrasts or distinguishes perspectives in a text. ● **7.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. ● **7.CD.2.3** Analyze how differing perspectives within and across texts contribute to text development, meaning, and style. ● **7.CD.2.4** Analyze how specific word choices impact meaning and tone.
7.CD.3 Analyze multiple texts on the same theme and topic to determine how elements or information are used, transformed, and conflicted.	● **7.CD.3.1** Evaluate the argument of multiple texts including the soundness of reasoning or specific claims, and the relevance of evidence. ● **7.CD.3.2** Analyze how an adaptation of a text stays true to or departs from the source material. ● **7.CD.3.3** Evaluate the impact of the presentation of theme, topic, or information in multiple texts, including texts that show fictional and historical portrayals or first-hand accounts. ● **7.CD.3.4** Analyze where multiple texts on the same topic or theme emphasize different evidence or advance different interpretations.
7.CD.4 Apply knowledge of K-7 language and its conventions when writing, speaking, reading, and listening.	● **7.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **7.CD.4.2** Recognize, interpret, and use figurative language and literary elements. ● **7.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **7.CD.4.4** Addressed in 7.CD.4.2. ● **7.CD.4.5** Interpret the syntax of phrases, clauses, and sentences to comprehend texts within the 6-8 text complexity band.

Communication & Writing Strand

Standard	Objectives
7.CW.1 Engage effectively in a range of collaborative discussions about texts, building on others' perspectives and clearly expressing their own.	• **7.CW.1.1** Follow norms or expectations for civil, collegial discussions and decision-making, and define individual roles as needed. • **7.CW.1.2** Refer to evidence from texts and other research on the topic or issue to probe and reflect on ideas under discussion. • **7.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. • **7.CW.1.4** Acknowledge new information expressed by others and, when warranted, modify their views in light of the evidence presented.
7.CW.2 Demonstrate command of grades K-7 grammar and usage when writing and speaking to create a unique style and voice.	• **7.CW.2.1** Recognize and correct misplaced and dangling modifiers. • **7.CW.2.2** Distinguish between active and passive voice.
7.CW.3 Demonstrate command of grades K-7 conventions when writing.	• **7.CW.3.1** Use a comma to separate coordinate adjectives. • **7.CW.3.2** Use commas and parentheses for nonrestrictive/parenthetical elements.
7.CW.4 Produce sentences appropriate for grade 7, with increasing fluency and complexity.	• **7.CW.4.1** Create texts that demonstrate command of transcription skills. • **7.CW.4.2** Produce, expand, and rearrange complete simple, compound, complex, and compound-complex sentence structures. • **7.CW.4.3** Correct inappropriate fragments and run-on sentences.
7.CW.5 Construct research projects to sufficiently answer a question related to a topic, concept, or theme aligned to grade 7 content.	• **7.CW.5.1** Gather multiple sources to answer questions, using search terms effectively, and generating additional related, focused questions for further research and investigation. • **7.CW.5.2** Integrate and paraphrase or summarize relevant information when drawing on multiple sources. • **7.CW.5.3** Assess the relevance, credibility, and accuracy of sources. • **7.CW.5.4** Quote multiple sources to avoid plagiarism, providing basic bibliographic information and using a standard format for citation.
7.CW.6 Use a recursive process to refine spoken and written products.	• **7.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. • **7.CW.6.2** Draft written and spoken products to sufficiently address purpose, task, and audience. • **7.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. • **7.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities to add interest.

Standard	Objectives
7.CW.7 Construct spoken and written persuasive texts to support claims with clear reasons and relevant evidence.	● **7.CW.7.1** Introduce claim(s), acknowledge alternate or opposing claim(s), and organize reasons and evidence logically. ● **7.CW.7.2** Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources. ● **7.CW.7.3** Create cohesion and clarify the relationships among claim(s), reasons, and evidence, using words, phrases, and clauses. ● **7.CW.7.4** Provide a concluding statement or section that clearly follows and supports the argument presented.
7.CW.8 Construct spoken and written expository texts to examine a topic and clearly convey ideas, concepts, and information through the selection, organization, and examination of relevant content.	● **7.CW.8.1** Introduce the topic and focus clearly, preview what's to follow, and organize ideas, concepts, and information using logical organizational structures. ● **7.CW.8.2** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● **7.CW.8.3** Create cohesion and clarify the relationships among ideas and concepts, using appropriate transitions, precise language, and domain-specific vocabulary. ● **7.CW.8.4** Provide a concluding statement or section that clearly follows and supports the information or explanation presented.
7.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.	● **7.CW.9.1** Engage and orient the audience by establishing a context and perspective, and introducing literary elements. ● **7.CW.9.2** Develop experiences and events using dialogue, precise words and phrases, figurative language, and relevant, descriptive sensory details to capture action. ● **7.CW.9.3** Establish and develop a logical sequence using literary techniques and transitions to convey shifts from one perspective, time frame, or setting to another. ● **7.CW.9.4** Conclude the text in a manner that follows from and reflects on the experiences or events.

Grade 8

Complex Texts Strand

Standard	Objectives
8.CT.1 Independently read and listen to texts at the high end of the 6-8 text complexity band, applying skills from the grade 8 standards proficiently.	● **8.CT.1.1** Cite the most relevant textual evidence to support analysis of what a text states as well as inferences drawn from a text. ● **8.CT.1.2** Use self-monitoring, repeated reading, objective summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **8.CT.1.3** Draw on a wide reading of texts, including texts on the Holocaust and genocide, to build knowledge and vocabulary. ● **8.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
8.CD.F.1 Addressed in 8.CW.1.	Addressed in 8.CW.1.
8.CD.F.2 Addressed in 8.CD.F.3.	Addressed in 8.CD.F.3.
8.CD.F.3 Apply K-8 word recognition and word knowledge skills to comprehend texts at the high end of the 6-8 text complexity band.	● **8.CD.F.3.1** Apply knowledge of syllabication to support word recognition. ● **8.CD.F.3.2** Apply knowledge of morphology to support word knowledge.
8.CD.F.4 Orally read texts with fluency to support comprehension.	● **8.CD.F.4.1** Read texts for a variety of purposes. ● **8.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **8.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
8.CD.1 Analyze the development of themes and main ideas through key details in texts.	● **8.CD.1.1** Determine the themes or main ideas in a text. ● **8.CD.1.2** Analyze how key literary elements, individuals, ideas, and events develop and relate and how they contribute to the themes or main ideas in a text.
8.CD.2 Analyze how purpose and perspective shape the content and style of texts.	● **8.CD.2.1** Determine an author's purpose and perspective in a text, including possible bias, and analyze how the author acknowledges and responds to conflicting evidence or perspectives. ● **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. ● **8.CD.2.3** Analyze how differing perspectives within and across texts contribute to text development, meaning, and style. ● **8.CD.2.4** Analyze how specific word choices impact meaning and tone.
8.CD.3 Analyze multiple texts on the same theme and topic to determine how elements or information are used, transformed, and conflicted.	● **8.CD.3.1** Evaluate the argument of multiple texts including the soundness of reasoning or specific claims, and the relevance and sufficiency of evidence. ● **8.CD.3.2** Analyze how an adaptation of a text stays true to or departs from the source material, evaluating the choices made by the authors, artists, or speakers. ● **8.CD.3.3** Evaluate the impact of the presentation of a theme, topic, or information in multiple texts, including texts from different eras. ● **8.CD.3.4** Analyze where multiple texts on the same topic or theme disagree on matters of fact or interpretation.
8.CD.4 Apply knowledge of K-8 language and its conventions when writing, speaking, reading, and listening.	● **8.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **8.CD.4.2** Recognize, interpret, and use figurative language, as well as rhetorical and literary elements. ● **8.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **8.CD.4.4** Addressed in 8.CD.4.2. ● **8.CD.4.5** Interpret the syntax of phrases, clauses, and sentences to comprehend texts at the high end of the 6-8 text complexity band.

Communication & Writing Strand

Standard	Objectives
8.CW.1 Engage effectively in a range of collaborative discussions about texts, building on others' perspectives and clearly expressing their own.	• **8.CW.1.1** Follow norms or expectations for civil, collegial discussions and decision-making, and define individual roles as needed. • **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. • **8.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 through relevant evidence, observations, and ideas. • **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.
8.CW.2 Demonstrate command of grades K-8 grammar and usage when writing and speaking to create a unique style and voice.	• **8.CW.2.1** Use verbs in active and passive voice appropriate to purpose, audience, and task. • **8.CW.2.2** Use verbs in the indicative, imperative, and interrogative moods.
8.CW.3 Demonstrate command of grades K-8 conventions when writing.	• **8.CW.3.1** Use hyphens with appropriate affixes and compound words. • **8.CW.3.2** Use ellipses appropriately.
8.CW.4 Produce sentences appropriate for grade 8, with increasing fluency and complexity.	• **8.CW.4.1** Create texts that demonstrate command of transcription skills. • **8.CW.4.2** Produce, expand, and rearrange complete simple, compound, complex, and compound-complex sentence structures. • **8.CW.4.3** Correct inappropriate fragments and run-on sentences.
8.CW.5 Construct research projects to sufficiently answer a question related to a topic, concept, or theme aligned to grade 8 content.	• **8.CW.5.1** Gather multiple sources to answer questions, using search terms effectively, and generating additional related, focused questions for further research and investigation. • **8.CW.5.2** Integrate and paraphrase or summarize relevant information when drawing on multiple sources. • **8.CW.5.3** Assess the relevance, credibility, and accuracy of sources. • **8.CW.5.4** Quote multiple sources to avoid plagiarism, providing basic bibliographic information and using a standard format for citation.
8.CW.6 Use a recursive process to refine spoken and written products.	• **8.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. • **8.CW.6.2** Draft written and spoken products to sufficiently address purpose, task, and audience. • **8.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. • **8.CW.6.4** Publish, present, and produce written and spoken products, making use of digital tools and multimodalities to add interest.

Standard	Objectives
8.CW.7 Construct spoken and written persuasive texts to support claims with clear reasons and relevant evidence.	● **8.CW.7.1** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. ● **8.CW.7.2** Support claim(s) with logical reasons and the most relevant evidence, using accurate, credible sources and rhetorical elements. ● **8.CW.7.3** Create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence using words, phrases, and clauses. ● **8.CW.7.4** Provide a concluding statement or section that clearly follows and supports or emphasizes the argument presented.
8.CW.8 Construct spoken and written expository texts to examine a topic and clearly convey ideas, concepts, and information through the selection, organization, and examination of relevant content.	● **8.CW.8.1** Introduce the topic and focus clearly, preview what's to follow, and organize ideas, concepts, and information using logical organizational structures**.** ● **8.CW.8.2** Develop the topic with the most relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. ● **8.CW.8.3** Create cohesion and clarify the relationships among ideas and concepts, using appropriate and varied transitions, precise language, and domain-specific vocabulary. ● **8.CW.8.4** Provide a concluding statement or section that clearly follows and supports the information or explanation presented.
8.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas using effective technique, relevant descriptive details, and well-structured sequences.	● **8.CW.9.1** Engage and orient the audience by establishing a context and perspective, and introducing literary elements. ● **8.CW.9.2** Develop experiences and events using dialogue, precise words and phrases, figurative language, and relevant, descriptive sensory details to capture action. ● **8.CW.9.3** Establish and develop a logical sequence using literary techniques and transitions to convey shifts from one perspective, time frame or setting to another, and show the relationships among topics, experiences, events, or characters. ● **8.CW.9.4** Conclude the text in a manner that follows from and reflects on the experiences or events.

North Carolina Standard Course of Study English Language Arts
Grades 9-12

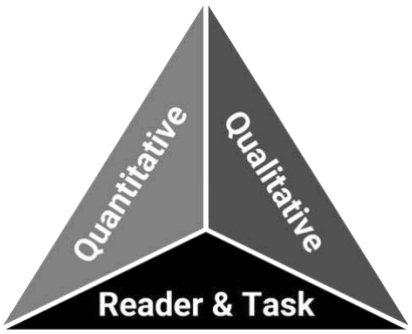
The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students are expected to know and be able to do by the end of each school year or course so that they are prepared for postsecondary opportunities, be it college, career, or military. The NC ELA Standard Course of Study serves as the framework that guides each public school unit (PSU) in the development of the curriculum and instruction of English Language Arts.

Fundamental Principles

The NC ELA SCOS is grounded in three fundamental principles: 1) *Grade-Level Complex Texts at the Center;* 2) *Integrated Model of Literacy & Spiraling;* and 3) *Variety of Texts*.

Grade-Level Complex Texts at the Center

To truly master grade-level standards, students must be able to apply them to grade-appropriate, complex texts. Text complexity defines the level of difficulty in reading and understanding a text based on three measures that should be considered equally: quantitative, qualitative, and reader and task. Students are expected to read and comprehend increasingly complex texts as they work up the staircase of complexity within their grade band, as appropriate for each grade.



Quantitative measures are computer-generated readability measures that measure word length, word frequency, sentence length, and text cohesion. In North Carolina, Lexile is the most commonly used quantitative measure. The Lexile bands for each grade within the 9-12 grade-band are below.

Grade	Quantitative Measure Only
Grade 9	1050L - 1260L
Grade 10	1080L - 1335L
Grades 11 - 12	1185L - 1385L

Qualitative measures are used to locate a text within a specific grade band and are used to determine whether a text is appropriate for the grade in relation to text structure, language conventions, knowledge demands, and layers of meaning within the text.

Reader and task considerations involve the use of professional judgment by the teacher when determining if the text is appropriate for the instructional purpose with a particular set of students. All three measures should be taken into consideration when selecting texts for classroom use that meet the demands of grade-level standards.

Educators should carefully select complex texts using the three measures of text complexity and place them at the center of daily instruction to ensure standards are authentically introduced, taught, and assessed, avoiding skills being taught in isolation. These texts are the vehicle for students to access the ELA NC Standard Course of Study (NCSCOS) and build their academic skill sets.

Integrated Model of Literacy & Spiraling

The ELA NCSCOS includes the core components of Scarborough's Reading Rope and illustrates how four language domains of reading, writing, speaking, and listening are interrelated and are mastered in integration with one another. Writing, speaking, and representing are used to support comprehension of the text being read, listened to, or viewed. Reading, listening, and viewing texts support students' understanding of text structures, features, style, grammar and conventions, and presentation which they can emulate in their own writing, speaking, and representing. This integration supports students' mastery in applying skills across language domains in various contexts and from a range of texts.

The standards in the ELA NCSCOS are designed to ensure that students encounter and engage with the same standards throughout the academic year or course. Each time these standards are revisited, they are presented with increasing complexity, reinforcing previously acquired knowledge and skills. This spiraling provides continuous reinforcement and support towards standards mastery and emphasizes that literacy is not developed through an isolated skills-based approach.

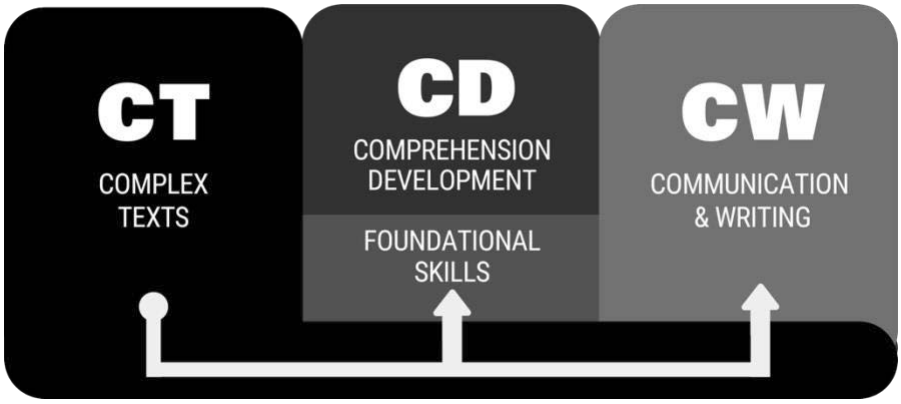
Variety of Texts

The ELA NCSCOS allows for flexibility in the complex texts used for instruction. Within the context of the NCSCOS, "texts" are defined as any materials students can read, write, speak, view, listen to, or explore. Texts take many forms, drawing on multiple genres and combinations of genres. They relay vastly different content to address many kinds of purposes. They draw on a wide array of modalities, sometimes combining modalities into multimodal forms. They may be printed on paper or published in digital forms (NAEP 2025). Educators should ensure that students engage with a diverse range of genres, structures, media, and formats, including narratives, poetry, articles, primary documents, videos, music, and art.

NC ELA Standard Course of Study Framework

The NC ELA Standard Course of Study consists of three strands: Complex Texts, Comprehension Development, and Communication & Writing. These three strands work together to illustrate an integrated model of literacy.

The Complex Texts Strand should be integrated across the other two strands: Comprehension Development and Communication & Writing. This integration places a focus on text-centered instruction, emphasizing that—in order to master all standards within the NC ELA SCOS—students must be able to apply these skills to grade-appropriate complex texts. Effectively applying these skills to a variety of grade-appropriate complex texts demonstrates that students can independently construct meaning across language domains from a range of texts.



The Comprehension Development Strand includes a Foundational Skills Substrand that emphasizes instruction in oral reading fluency, word recognition, and word knowledge skills. This strand outlines the progression of reading skills that underpin students' ability to independently access complex text. Targeting foundational skills and comprehension development, as portrayed in Scarborough's Reading Rope, (2001), in concert serve to grow students' ability to discern more from and make fuller use of texts. Students should demonstrate their proficiency in these standards both through interpretive and expressive language domains: reading, listening, viewing, speaking, writing, and representing.

The Communication & Writing Strand addresses communicating clearly and coherently through expressive language. Please note that CW.6 emphasizes that composing written and spoken products is not a linear process. This standard should be explicitly taught as well as integrated with CW.7-CW.9 to ensure students learn how to apply writing and speaking strategies when composing different text types for different audiences and purposes.

To further assist educators in understanding the North Carolina SCOS for English Language Arts, view the K-12 ELA SCOS Glossary, which provides definitions of key terms used throughout the standards and objectives.

Notes:

Local Control. These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for English Language Arts.

Artificial Intelligence (AI). Since multiple digital tools and platforms exist and continue to emerge, educators should seek opportunities to interweave the appropriate tools where appropriate, including AI. For AI Guidance, see the Office of Digital Teaching and Learning's Generative AI Implementation Recommendations.

Grades 9-10

Complex Texts Strand

Standard	Objectives
9-10.CT.1 Independently read and listen to texts at the high end of the 9-10 text complexity band, applying skills from the grades 9-10 standards proficiently.	● **9-10.CT.1.1** Cite the most relevant textual evidence to support analysis of what a text says as well as inferences drawn from a text. ● **9-10.CT.1.2** Use self-monitoring, repeated reading, objective summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **9-10.CT.1.3** Draw on a wide reading of texts, including texts on the Holocaust and genocide, to build knowledge and vocabulary. ● **9-10.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
9-10.CD.F.1 Addressed in 9-10.CW.1.	Addressed in 9-10.CW.1.
9-10.CD.F.2 Addressed in 9-10.CD.F.3.	Addressed in 9-10.CD.F.3.
9-10.CD.F.3 Apply K-10 word recognition and word knowledge skills to comprehend texts at the high end of the 9-10 text complexity band.	● **9-10.CD.F.3.1** Apply knowledge of syllabication to support word recognition. ● **9-10.CD.F.3.2** Apply knowledge of morphology to support word knowledge.
9-10.CD.F.4 Orally read texts with fluency to support comprehension.	● **9-10.CD.F.4.1** Read texts for a variety of purposes. ● **9-10.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **9-10.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
9-10.CD.1 Analyze the development of multiple themes and main ideas, articulating where they emerge and how they are refined in texts.	● **9-10.CD.1.1** Determine the themes or main ideas in a text. ● **9-10.CD.1.2** Analyze the relationships between and development of complex literary or rhetorical elements and how they contribute to the themes or main ideas in a text.
9-10.CD.2 Analyze how an author establishes and advances their purpose and perspective.	● **9-10.CD.2.1** Determine how real-world context(s), events, and circumstances prompted or informed the creation of a text and contributed to its purpose and perspective, including possible bias. ● **9-10.CD.2.2** Analyze how perspective and purpose are clarified and impacted by the structure, sequencing, and development of particular sentences, paragraphs, or larger portions of a text. ● **9-10.CD.2.3** Analyze how connotation of specific words, rhetorical elements, and figures of speech advance perspective and purpose. ● **9-10.CD.2.4** Analyze the cumulative impact of specific word choices on meaning and tone.
9-10.CD.3 Analyze how multiple texts of historical or literary influence use particular approaches to examine similar themes and main ideas.	● **9-10.CD.3.1** Evaluate the approaches used to establish primary arguments or themes in multiple texts, including explicit or implicit claims, validity of reasoning, and relevance and sufficiency of evidence. ● **9-10.CD.3.2** Analyze how multiple texts adopt or adapt source material and determine which details are emphasized or absent. ● **9-10.CD.3.3** Analyze how changes in societal perspectives or attitudes affect how authors represent historical or literary source material in texts. ● **9-10.CD.3.4** Evaluate the credibility and accuracy of an author's interpretations of source material or information.
9-10.CD.4 Apply knowledge of how K-10 language functions in different contexts, when writing, speaking, reading, and listening.	● **9-10.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **9-10.CD.4.2** Recognize, interpret, and use figurative language, as well as rhetorical and literary elements. ● **9-10.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **9-10.CD.4.4** Addressed in 9-10.CD.4.2. ● **9-10.CD.4.5** Interpret the syntax of phrases, clauses, and sentences to comprehend texts at the high end of the 9-10 text complexity band.

Communication & Writing Strand

Standard	Objectives
9-10.CW.1 Initiate and propel collaborative discussions about texts, building on others' perspectives and expressing their own in a compelling manner.	• **9-10.CW.1.1** Work with peers to set norms or expectations for civil, collegial discussions and decision-making, establishing individual roles as needed. • **9-10.CW.1.2** Refer to evidence from texts and other research on the topic or issue to clarify, verify, or challenge ideas and conclusions. • **9-10.CW.1.3** Pose and respond to questions that relate the current discussion to broader themes, larger ideas, prior knowledge, and real-world contexts. • **9-10.CW.1.4** Qualify, justify, and refine perspectives and understanding in light of presented evidence and reasoning.
9-10.CW.2 Demonstrate strategic command of grades K-10 grammar and usage when writing or speaking to create a unique style and voice.	• **9-10.CW.2.1** Use verbals and verbal phrases to increase variety, precision, and nuance based on their function. • **9-10.CW.2.2** Use verb tenses and aspects to convey conditional and subjunctive moods in order to suggest possibilities or express hypothetical situations. • **9-10.CW.2.3** Use parallel structure to emphasize parity between ideas.
9-10.CW.3 Demonstrate strategic command of grades K-10 conventions when writing to create a unique style and voice.	• **9-10.CW.3.1** Use em dashes for nonrestrictive/parenthetical elements. • **9-10.CW.3.2** Use a semicolon with conjunctive adverbs or transitional phrases to link independent clauses, as well as with coordinating conjunctions when independent clauses contain internal punctuation. • **9-10.CW.3.3** Use colons to introduce lists and quotations.
9-10.CW.4 Produce sentences appropriate for grades 9-10, with increasing fluency and complexity.	• **9-10.CW.4.1** Create texts that demonstrate command of transcription skills. • **9-10.CW.4.2** Use a wide variety of sentence structures to achieve particular effects. • **9-10.CW.4.3** Use non-standard sentence structures to achieve particular literary or rhetorical effects.
9-10.CW.5 Construct thorough research projects to answer a question related to a topic, concept, or theme aligned to grades 9-10 content.	• **9-10.CW.5.1** Narrow or broaden the scope of inquiry when appropriate to answer a question, using advanced searches effectively. • **9-10.CW.5.2** Synthesize relevant information from multiple authoritative sources to maintain a clear line of reasoning. • **9-10.CW.5.3** Evaluate the relevance, credibility, accuracy, and authoritativeness of each source. • **9-10.CW.5.4** Conform to the guidelines in a style manual appropriate for the discipline and source type to avoid plagiarism.
9-10.CW.6 Use a recursive process to refine spoken and written products.	• **9-10.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. • **9-10.CW.6.2** Draft written and spoken products to address what is most significant for a specific purpose, anticipating the knowledge level and concerns of the audience.

Standard	Objectives
	● **9-10.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. ● **9-10.CW.6.4** Publish, present, and produce written and spoken products, making strategic use of digital tools and multimodalities to enhance understanding and add interest.
9-10.CW.7 Construct spoken and written persuasive texts to support claims derived from an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	● **9-10.CW.7.1** Introduce and contextualize precise claim(s) and distinguish the claim(s) from alternate or opposing claims. ● **9-10.CW.7.2** Develop claim(s) and counterclaims fairly, using the most relevant evidence and rhetorical techniques. ● **9-10.CW.7.3** Connect the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims, using words, phrases, and clauses. ● **9-10.CW.7.4** Provide a concluding section that supports or emphasizes the argument presented, including conveying the urgency of the argument or a call to action, where appropriate.
9-10.CW.8 Construct spoken and written analytical expository texts to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and examination of content.	● **9-10.CW.8.1** Introduce the topic and focus clearly, and strategically structure complex ideas, concepts, and information. ● **9-10.CW.8.2** Develop the topic with the most relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information or examples related to the topic. ● **9-10.CW.8.3** Create cohesion, link major sections of the text, and clarify the relationships between explanations of complex ideas and concepts, using varied transitions and domain-specific vocabulary. ● **9-10.CW.8.4** Provide a concluding section that clearly follows and supports the information or explanation presented.
9-10.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas and convey theme(s) using effective technique, well-chosen details, and well-structured sequences.	● **9-10.CW.9.1** Engage and orient the audience by setting out a problem, situation, or observation, establishing one or multiple perspectives, and introducing literary elements. ● **9-10.CW.9.2** Convey experiences and other literary elements that are complementary to the intended theme(s), using precise words and phrases, figurative language, rhetorical techniques, and telling and sensory details. ● **9-10.CW.9.3** Establish a sequence of well-developed topics, experiences, events, or characters to convey the intended theme(s) using literary techniques. ● **9-10.CW.9.4** Conclude the text in a manner that emphasizes the theme(s) developed over the course of the text.

Grades 11-12

Complex Texts Strand

Standard	Objectives
11-12.CT.1 Independently read and listen to texts at the high end of the 11-12 text complexity band, applying skills from the grades 11-12 standards proficiently.	● **11-12.CT.1.1** Cite the most relevant and significant textual evidence to support analysis of what a text says, including where the text leaves matters uncertain. ● **11-12.CT.1.2** Use self-monitoring, repeated reading, objective summarizing, writing in response to texts, and discussions with peers and adults to strengthen comprehension. ● **11-12.CT.1.3** Draw on a wide reading of texts, including texts on the Holocaust and genocide, to build knowledge and vocabulary. ● **11-12.CT.1.4** Recognize the choices and features used by authors and transfer those techniques to communication and writing.

Foundational Skills Substrand (Comprehension Development Strand)

Standard	Objectives
11-12.CD.F.1 Addressed in 11-12.CW.1.	Addressed in 11-12.CW.1.
11-12.CD.F.2 Addressed in 11-12.CD.F.3.	Addressed in 11-12.CD.F.3.
11-12.CD.F.3 Apply K-12 word recognition and word knowledge skills to comprehend texts at the high end of the 11-12 text complexity band.	● **11-12.CD.F.3.1** Apply knowledge of syllabication to support word recognition. ● **11-12.CD.F.3.2** Apply knowledge of morphology to support word knowledge.
11-12.CD.F.4 Orally read texts with fluency to support comprehension.	● **11-12.CD.F.4.1** Read texts for a variety of purposes. ● **11-12.CD.F.4.2** Confirm or self-correct word recognition and understanding, as necessary. ● **11-12.CD.F.4.3** Read texts with accuracy, appropriate rate, and prosody on successive readings.

Comprehension Development Strand (continued)

Standard	Objectives
11-12.CD.1 Evaluate the development of multiple themes and main ideas, articulating the relationships between them in texts.	● **11-12.CD.1.1** Determine the themes or main ideas in a text. ● **11-12.CD.1.2** Analyze the development of—and hierarchical, competing, or complementary relationships between—complex literary or rhetorical elements and how they contribute to the themes or main ideas in a text.
11-12.CD.2 Evaluate the effectiveness of an author's style and content in establishing and advancing their purpose and perspective.	● **11-12.CD.2.1** Determine how real-world context(s), events, and circumstances prompted or informed the creation of a text and contributed to its purpose and perspective, including possible bias. ● **11-12.CD.2.2** Analyze how syntactical and organizational structures affect the clarity, power, and persuasiveness of themes or main ideas. ● **11-12.CD.2.3** Analyze how connotation of specific words, rhetorical elements, and figures of speech affect the clarity, power, and persuasiveness of themes or main ideas. ● **11-12.CD.2.4** Analyze the cumulative impact of specific word choices on meaning and tone, including where they may shift.
11-12.CD.3 Evaluate how multiple texts of historical or literary influence use particular approaches to examine similar themes and main ideas.	● **11-12.CD.3.1** Evaluate the reasoning behind the primary purpose and argument or theme in texts, considering the author's perspective, use of evidence, and use of source material. ● **11-12.CD.3.2** Analyze how multiple texts interpret source material to support similar themes or main ideas. ● **11-12.CD.3.3** Analyze how changes in societal perspectives or attitudes affect how authors represent historical or literary source material in texts. ● **11-12.CD.3.4** Evaluate the credibility and accuracy of an author's interpretations of source material or information.
11-12.CD.4 Apply knowledge of how K-12 language functions in different contexts, when writing, speaking, reading, and listening.	● **11-12.CD.4.1** Determine or clarify the meaning of grade-appropriate general academic and domain-specific words and phrases in texts. ● **11-12.CD.4.2** Recognize, interpret, and use figurative language, as well as rhetorical and literary elements. ● **11-12.CD.4.3** Differentiate between contexts, audiences, and purposes that call for formal and informal English. ● **11-12.CD.4.4** Addressed in 11-12.CD.4.2. ● **11-12.CD.4.5** Interpret the syntax of phrases, clauses, and sentences to comprehend texts at the high end of the 11-12 text complexity band.

Communication & Writing Strand

Standard	Objectives
11-12.CW.1 Initiate and propel collaborative discussions about texts, building on others' perspectives and expressing their own in a compelling manner.	● **11-12.CW.1.1** Work with peers to promote civil, collegial discussions and decision-making, establishing individual roles as needed. ● **11-12.CW.1.2** Refer to evidence from texts and other research on the topic or issue to clarify, verify, or challenge ideas and conclusions. ● **11-12.CW.1.3** Probe reasoning and evidence to promote divergent and creative perspectives regarding broader themes, larger ideas, prior knowledge, and real-world contexts. ● **11-12.CW.1.4** Synthesize comments, claims, and evidence made on all sides of an issue to resolve contradictions in pursuit of consensus.
11-12.CW.2 Demonstrate strategic command of grades K-12 grammar and usage when writing or speaking to create a unique style and voice.	● **11-12.CW.2.1** Use verbals and verbal phrases to increase variety, precision, and nuance based on their function. ● **11-12.CW.2.2** Use verb tenses and aspects to convey conditional and subjunctive moods in order to suggest possibilities or express hypothetical situations. ● **11-12.CW.2.3** Use parallel structure to emphasize parity between ideas.
11-12.CW.3 Demonstrate strategic command of grades K-12 conventions when writing to create a unique style and voice.	● **11-12.CW.3.1** Use em dashes for nonrestrictive/parenthetical elements. ● **11-12.CW.3.2** Use a semicolon with conjunctive adverbs or transitional phrases to link independent clauses, as well as with coordinating conjunctions when independent clauses contain internal punctuation. ● **11-12.CW.3.3** Apply conventions for formatting block quotes.
11-12.CW.4 Produce sentences appropriate for grades 11-12, with increasing fluency and complexity.	● **11-12.CW.4.1** Create texts that demonstrate command of transcription skills. ● **11-12.CW.4.2** Use a wide variety of sentence structures to achieve particular effects. ● **11-12.CW.4.3** Use non-standard sentence structures to achieve particular literary or rhetorical effects.
11-12.CW.5 Construct thorough research projects to answer a question or to make informed decisions related to a topic, concept, or theme aligned to grades 11-12 content.	● **11-12.CW.5.1** Narrow or broaden the scope of inquiry when appropriate to answer a question, using advanced searches effectively. ● **11-12.CW.5.2** Synthesize relevant information from multiple authoritative sources to maintain a clear line of reasoning. ● **11-12.CW.5.3** Evaluate the validity and authoritativeness of each source. ● **11-12.CW.5.4** Conform to the guidelines in a style manual appropriate for the discipline and source type, avoiding plagiarism and overreliance on any one source.
11-12.CW.6 Use a recursive process to refine spoken and written products.	● **11-12.CW.6.1** Plan written and spoken products by organizing information and ideas around a topic. ● **11-12.CW.6.2** Draft written and spoken products to address what is most significant for a specific purpose, anticipating the knowledge level, concerns, values, and possible biases of the audience.

Standard	Objectives
	● **11-12.CW.6.3** Revise, edit, and rewrite written and spoken products, using support and collaboration with peers and adults. ● **11-12.CW.6.4** Publish, present, and produce written and spoken products, making strategic use of digital tools and multimodalities to enhance understanding and add interest.
11-12.CW.7 Construct spoken and written persuasive texts to support claims derived from an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	● **11-12.CW.7.1** Introduce and contextualize precise, knowledgeable claim(s), establish the relevance of the claim(s), and distinguish the claim(s) from alternate or opposing claims. ● **11-12.CW.7.2** Develop claim(s) and counterclaims fairly and thoroughly, using the most relevant evidence and rhetorical techniques. ● **11-12.CW.7.3** Connect the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims, using words, phrases, and clauses. ● **11-12.CW.7.4** Provide a concluding section that supports or emphasizes the argument presented, including conveying the urgency of the argument or a call to action, where appropriate.
11-12.CW.8 Construct spoken and written analytical expository texts to convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and examination of content.	● **11-12.CW.8.1** Introduce the topic and focus clearly, and strategically structure complex ideas, concepts, and information. ● **11-12.CW.8.2** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, and other information or examples related to the topic. ● **11-12.CW.8.3** Create cohesion, link major sections of the text, and clarify the relationships between explanations of complex ideas and concepts, using varied transitions and domain-specific vocabulary. ● **11-12.CW.8.4** Provide a concluding section that follows and supports the information or explanation presented.
11-12.CW.9 Construct spoken and written poetic, descriptive, and narrative texts to develop real or imagined experiences, events, or ideas that center around a consistent theme(s) using effective technique, well-chosen details, and well-structured sequences.	● **11-12.CW.9.1** Engage and orient the audience by setting out a problem, situation, or observation and its significance, establishing one or multiple perspectives, and introducing literary elements. ● **11-12.CW.9.2** Convey experiences and other literary elements that are complementary to the intended theme(s), using precise words and phrases, figurative language, rhetorical techniques, and telling and sensory details. ● **11-12.CW.9.3** Establish a sequence of well-developed topics, experiences, events, or characters to convey intended theme(s) using literary techniques. ● **11-12.CW.9.4** Conclude the text in a manner that emphasizes the theme(s) developed over the course of the text.