North Carolina Extended Content Standards

English Language Arts

Kindergarten:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.K.1 - With prompting and support, answer questions about key details in a familiar story.

CCSS.NCEX.ELA-Literacy.RL.K.2 - With prompting and support, identify key details in a familiar story.

CCSS.NCEX.ELA-Literacy.RL.K.3 - With prompting and support, identify characters in a familiar story.

CCSS.NCEX.ELA-Literacy.RL.K.4 - With prompting and support, ask a reader about unknown words in a text.

CCSS.NCEX.ELA-Literacy.RL.K.5 - Recognize familiar texts (e.g., storybooks, poems).

CCSS.NCEX.ELA-Literacy.RL.K.6 - With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

CCSS.NCEX.ELA-Literacy.RL.K.7 - With prompting and support, match illustrations with parts of familiar stories.

CCSS.NCEX.ELA-Literacy.RL.K.9 - With prompting and support, match similar experiences of characters in familiar stories (e.g., both eating, both going to a store).

CCSS.NCEX.ELA-Literacy.RL.K.10 - Actively engage in group reading activities for a clearly stated purpose (e.g., Listen while I read so you can tell me your favorite part).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.K.1 - With prompting and support, answer questions about key details in a familiar text.

CCSS.NCEX.ELA-Literacy.RI.K.2 - With prompting and support, identify key details in familiar text.

CCSS.NCEX.ELA-Literacy.RI.K.3 - With prompting and support, identify individuals, events or ideas in a familiar text.

CCSS.NCEX.ELA-Literacy.RI.K.4 - With prompting and support, ask a reader about unknown words in a text.

CCSS.NCEX.ELA-Literacy.RI.K.5 - Identify the front cover of the book.

CCSS.NCEX.ELA-Literacy.RI.K.6 - With prompting and support, identify the print as the part of the page to be read (e.g., Show me where I start reading.).

CCSS.NCEX.ELA-Literacy.RI.K.7 - With prompting and support, match illustrations with parts of familiar text.

CCSS.NCEX.ELA-Literacy.RI.K.8 - With prompting and support, match key information from the text with the topic of the same text (e.g., in a text about trees, match words and pictures of leaves, trunk, and branch to a

North Carolina Extended Content Standards

English Language Arts

picture of a tree).

CCSS.NCEX.ELA-Literacy.RI.K.9 - With prompting and support, match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

CCSS.NCEX.ELA-Literacy.RI.K.10 - Actively engage in group reading activities for a clearly stated purpose (e.g., Listen to the story so you can tell me who the main characters are).

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.K.1 - Demonstrate understanding of the organization and basic features of print.
- **CCSS.NCEX.ELA-Literacy.RF.K.1a** - Understand that books are read one page at a time from beginning to end.
- **CCSS.NCEX.ELA-Literacy.RF.K.1b** - Understand that print is written left to right.
- **CCSS.NCEX.ELA-Literacy.RF.K.1c** - Understand that print is written top to bottom.
- **CCSS.NCEX.ELA-Literacy.RF.K.1d** - Recognize and name 14 or more uppercase letters of the alphabet in context.
- **CCSS.NCEX.ELA-Literacy.RF.K.1e** - Recognize and name 4 or more lowercase letters of the alphabet in context.

CCSS.NCEX.ELA-Literacy.RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **CCSS.NCEX.ELA-Literacy.RF.K.2a** - Recognize spoken rhyming words.
- **CCSS.NCEX.ELA-Literacy.RF.K.2b** - Recognize the number of syllables in spoken words (e.g., clap or tap to indicate syllables spoken by an adult).
- **CCSS.NCEX.ELA-Literacy.RF.K.2c** - Recognize single syllable spoken words with the same onset (beginning sound).

CCSS.NCEX.ELA-Literacy.RF.K.3 - Apply letter name and letter-sound knowledge when decoding words.
- **CCSS.NCEX.ELA-Literacy.RF.K.3a** - Recognize own name in print.
- **CCSS.NCEX.ELA-Literacy.RF.K.3b** - Recognize other written words that begin with the same letter as own name.
- **CCSS.NCEX.ELA-Literacy.RF.K.3c** - Identify written words that start with the same letter in own name.
- **CCSS.NCEX.ELA-Literacy.RF.K.3d** - Recognize sound of first letter in own name.
- **CCSS.NCEX.ELA-Literacy.RF.K.3e** - Recognize other words that begin with the same sound as own name.

CCSS.NCEX.ELA-Literacy.RF.K.4 - Engage in independent study of books (e.g., studies book pages one page at a time).

Writing Standards

CCSS.NCEX.ELA-Literacy.W.K.1 - Select a book and use drawing, dictating, or writing* to state an opinion about it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.K.2 - Select a topic and use drawing, dictating, or writing* to compose a message about the topic. (* Throughout, writing can include standard writing instruments, computers or

North Carolina Extended Content Standards

English Language Arts

alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.K.3 - Select an event and use drawing, dictating, or writing* to compose a message about the event. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.K.5 - With guidance and support from adults, add more information to own written message to strengthen it.

CCSS.NCEX.ELA-Literacy.W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.NCEX.ELA-Literacy.W.K.7 - Participate in shared writing.
    CCSS.NCEX.ELA-Literacy.W.K.7a - Participate in shared writing about: familiar topics.
    CCSS.NCEX.ELA-Literacy.W.K.7b - Participate in shared writing about: topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences).

CCSS.NCEX.ELA-Literacy.W.K.8 - With guidance and support from adults, identify information, objects, or events that relate to own experiences.

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.K.1 - Participate in communicative exchanges.
    CCSS.NCEX.ELA-Literacy.SL.K.1a - Participate in multiple exchanges with adult communication partners.
    CCSS.NCEX.ELA-Literacy.SL.K.1b - Communicate directly with peers.

CCSS.NCEX.ELA-Literacy.SL.K.2 - Answer questions about key details from books read aloud by others or presented through other media.

CCSS.NCEX.ELA-Literacy.SL.K.3 - Ask for help when needed.

CCSS.NCEX.ELA-Literacy.SL.K.4 - Identify familiar people, places, things, and events.

CCSS.NCEX.ELA-Literacy.SL.K.5 - Select or create pictures, drawings, or other visual or tactual displays that represent familiar people, places, things, or events.

CCSS.NCEX.ELA-Literacy.SL.K.6 - Communicate thoughts, feelings, and ideas.

Language Standards

CCSS.NCEX.ELA-Literacy.L.K.1 - Demonstrate understandings of standard English grammar usage when communicating.
    CCSS.NCEX.ELA-Literacy.L.K.1a - Use frequently occurring nouns and verbs.
    CCSS.NCEX.ELA-Literacy.L.K.1b - Understand question words (interrogatives) (e.g., who, what, where, when, why, how).
    CCSS.NCEX.ELA-Literacy.L.K.1c - Link two or more words together in own communication.

CCSS.NCEX.ELA-Literacy.L.K.4 - Demonstrate knowledge of new vocabulary drawn from English language

North Carolina Extended Content Standards

English Language Arts

arts, math and science content.

CCSS.NCEX.ELA-Literacy.L.K.5 - With guidance and support from adults, explore word relationships.
   CCSS.NCEX.ELA-Literacy.L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   CCSS.NCEX.ELA-Literacy.L.K.5b - Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).

CCSS.NCEX.ELA-Literacy.L.K.6 - Use words appropriately across context.

Grade 1:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.1.1 - With prompting and support, ask and answer questions about key details in a story.

CCSS.NCEX.ELA-Literacy.RL.1.2 - With prompting and support, identify key details in a story.

CCSS.NCEX.ELA-Literacy.RL.1.3 - With prompting and support, identify characters in a story.

CCSS.NCEX.ELA-Literacy.RL.1.4 - With pre-teaching and support, identify emotion words or phrases that suggest emotions in stories or poems.

CCSS.NCEX.ELA-Literacy.RL.1.5 - Identify stories and information texts on the same topic (e.g., a story about a bunny and an information book about rabbits).

CCSS.NCEX.ELA-Literacy.RL.1.6 - Identify which character is telling the story.

CCSS.NCEX.ELA-Literacy.RL.1.7 - With prompting and support, identify illustrations or details to describe characters or events in a story.

CCSS.NCEX.ELA-Literacy.RL.1.9 - With prompting and support, identify experiences of characters in familiar stories as same or different (e.g., both characters are shopping, one goes to grocery store and the other goes to a pet store).

CCSS.NCEX.ELA-Literacy.RL.1.10 - Actively engage in group reading of prose and poetry for a clearly stated purpose (e.g., Listen while I read so you can tell me what the characters did that was the same).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.1.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.NCEX.ELA-Literacy.RI.1.2 - With prompting and support, identify key details related to the topic of the text.

CCSS.NCEX.ELA-Literacy.RI.1.3 - With prompting and support, identify words that describe individuals, events or ideas in a text (e.g., Which of these words describe the

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RI.1.4 - With prompting and support, ask a reader to clarify the meaning of words in a text.

CCSS.NCEX.ELA-Literacy.RI.1.5 - With prompting and support, locate key facts or information in a text.

CCSS.NCEX.ELA-Literacy.RI.1.6 - Match illustrations or pictures with information provided in a text.

CCSS.NCEX.ELA-Literacy.RI.1.7 - With prompting and support, match illustrations or details in a text with its key ideas.

CCSS.NCEX.ELA-Literacy.RI.1.8 - Match key information from the text with the topic of the same text.

CCSS.NCEX.ELA-Literacy.RI.1.9 - Match similar parts of two texts on the same topic (e.g., match illustrations that show similar objects or items; match steps in directions).

CCSS.NCEX.ELA-Literacy.RI.1.10 - Actively engage in group reading of informational text for a clearly stated purpose (e.g., Listen while I read so you can tell me who this text is about.).

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.1.1 - Demonstrate understanding of the organization and basic features of print.

> **CCSS.NCEX.ELA-Literacy.RF.1.1a** - Distinguish an individual word within a sentence (e.g., When given a sentence can point to or otherwise indicate a single word when asked,

> **CCSS.NCEX.ELA-Literacy.RF.1.1b** - Understand one-to-one correspondence between spoken word and written word (e.g., point to word one at a time while adult reads).

> **CCSS.NCEX.ELA-Literacy.RF.1.1c** - Recognize and name all uppercase letters of the alphabet in context.

> **CCSS.NCEX.ELA-Literacy.RF.1.1d** - Recognize and name all lowercase letters of the alphabet in context.

CCSS.NCEX.ELA-Literacy.RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

> **CCSS.NCEX.ELA-Literacy.RF.1.2a** - Match orally presented segmented phonemes (e.g., C-A-T) to pictures illustrating the corresponding word.

> **CCSS.NCEX.ELA-Literacy.RF.1.2b** - Recognize single syllable words with the same ending sound.

CCSS.NCEX.ELA-Literacy.RF.1.3 - With prompting and support, read words and apply letter-sound knowledge and read words.

> **CCSS.NCEX.ELA-Literacy.RF.1.3a** - In context, identify 4 or more letter-sound associations.

> **CCSS.NCEX.ELA-Literacy.RF.1.3b** - Identify written words that begin with single consonant phonemes produced by an adult.

> **CCSS.NCEX.ELA-Literacy.RF.1.3c** - Identify written words associated with familiar pictures and symbols used to support routines, schedules and communication.

CCSS.NCEX.ELA-Literacy.RF.1.4 - Engage in sustained independent study of books (e.g., carefully studies a book page one page at a time).

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RF.1.4a - Independently turn pages or navigate pages in a multi-media book, pausing long enough to consider both words and pictures.

CCSS.NCEX.ELA-Literacy.RF.1.4b - Sustain interest in a variety of reading materials reflecting a variety of text genre.

Writing Standards

CCSS.NCEX.ELA-Literacy.W.1.1 - Select a topic and use drawing, dictating, or writing* to state an opinion about it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.1.2 - Select a topic and use drawing, dictating, or writing* to compose a message with one or more ideas about the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.1.3 - Select an event and use drawing, dictating, or writing* to compose a message with one or more ideas about the event. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.1.5 - With guidance and support from adults, add more information to own written message to strengthen it.

CCSS.NCEX.ELA-Literacy.W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.NCEX.ELA-Literacy.W.1.7 - Participate in shared writing.
CCSS.NCEX.ELA-Literacy.W.1.7a - Participate in shared writing about: familiar topics.
CCSS.NCEX.ELA-Literacy.W.1.7b - Participate in shared writing about: topics introduced through books and other classroom activities (e.g., writing as a group about a unit, field trip, or other shared experiences.

CCSS.NCEX.ELA-Literacy.W.1.8 - With guidance and support from adults, identify information for use in shared writing, objects, or events that relate to own experiences.

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.1.1 - Participate in communicative exchanges.
CCSS.NCEX.ELA-Literacy.SL.1.1a - Communicate directly with peers in multi-turn exchanges.
CCSS.NCEX.ELA-Literacy.SL.1.1b - Build on comments or topics initiated by adult communication partners in multi-turn exchanges.

CCSS.NCEX.ELA-Literacy.SL.1.2 - Answer questions about key details from books read aloud by others or presented through other media.

CCSS.NCEX.ELA-Literacy.SL.1.3 - Answer questions posed by adult communication partners.

CCSS.NCEX.ELA-Literacy.SL.1.4 - Identify words that describe familiar people, places, things, and events.

CCSS.NCEX.ELA-Literacy.SL.1.5 - Select or create pictures, drawings, or other visual or tactual displays that represent ideas, thoughts, or feelings.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.SL.1.6 - Provide more information regarding thoughts, feelings, and ideas when appropriate.

Language Standards

CCSS.NCEX.ELA-Literacy.L.1.1 - Demonstrate understandings of standard English grammar usage when communicating.

> **CCSS.NCEX.ELA-Literacy.L.1.1a** - Write* 14 or more upper-case letters of the alphabet. (*All standards can be addressed using speech, augmentative and alternative communication or a combination of the two.)
>
> **CCSS.NCEX.ELA-Literacy.L.1.1b** - Use common nouns.
>
> **CCSS.NCEX.ELA-Literacy.L.1.1c** - Produce noun + verb or verb + noun combinations.
>
> **CCSS.NCEX.ELA-Literacy.L.1.1d** - Use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.NCEX.ELA-Literacy.L.1.2 - With guidance and support from adults, explore letter-sound knowledge to spell words phonetically.

CCSS.NCEX.ELA-Literacy.L.1.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.

> **CCSS.NCEX.ELA-Literacy.L.1.4a** - Use context to choose from an array of familiar words the word that completes a sentence read aloud by an adult.

CCSS.NCEX.ELA-Literacy.L.1.5 - With guidance and support from adults, explore word relationships.

> **CCSS.NCEX.ELA-Literacy.L.1.5a** - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
>
> **CCSS.NCEX.ELA-Literacy.L.1.5b** - Identify attributes of familiar words (e.g., elephant is big; apple is red; dad is tall).
>
> **CCSS.NCEX.ELA-Literacy.L.1.5c** - Demonstrate understanding of simple opposites (e.g., hot/cold; day/night, big/little).
>
> **CCSS.NCEX.ELA-Literacy.L.1.5d** - Identify real-life connections between words and their use (e.g., hot, the stove is hot).

CCSS.NCEX.ELA-Literacy.L.1.6 - Use words and phrases appropriately across context.

Grade 2:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.2.1 - Answer such questions as who, what, and where to demonstrate understanding of key details in text.

CCSS.NCEX.ELA-Literacy.RL.2.2 - Listen to stories, including fables and folktales from diverse cultures, and identify one or more ways that the story relates to or connects with self (e.g., Are you more like the tortoise or the hare?).

CCSS.NCEX.ELA-Literacy.RL.2.3 - Identify words that describe the characters in a story.

CCSS.NCEX.ELA-Literacy.RL.2.4 - Identify words to complete lines of stories, poems, or songs with rhyme,

North Carolina Extended Content Standards

English Language Arts

rhythm, and repetition.

CCSS.NCEX.ELA-Literacy.RL.2.5 - Sequence three parts of a story representing the beginning, middle and end.

CCSS.NCEX.ELA-Literacy.RL.2.6 - Identify which character is speaking in appropriate parts of familiar stories (e.g., Who is saying, I

CCSS.NCEX.ELA-Literacy.RL.2.7 - Identify illustrations or words in a print or digital text that describe or show the characters.

CCSS.NCEX.ELA-Literacy.RL.2.9 - Identify two or more books by the same author and/or illustrator.

CCSS.NCEX.ELA-Literacy.RL.2.10 - Actively engage in group reading of stories and poetry for a clearly stated purpose (e.g., Listen while I read so you can tell me words that describe the main character).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.2.1 - Answer such questions as who, what, and where to demonstrate understanding of key details in a text.

CCSS.NCEX.ELA-Literacy.RI.2.2 - Listen to text to identify the topic of a text or a portion of the text (e.g.,

CCSS.NCEX.ELA-Literacy.RI.2.3 - Listen to written procedures or directions to identify what to do first and next.

CCSS.NCEX.ELA-Literacy.RI.2.4 - Identify words that relate to the topic of a text (e.g.,

CCSS.NCEX.ELA-Literacy.RI.2.5 - Locate key facts or information in a familiar text.

CCSS.NCEX.ELA-Literacy.RI.2.6 - Identify the topic of a text.

CCSS.NCEX.ELA-Literacy.RI.2.7 - Identify images (e.g., pictures and illustrations) that relate to a text.

CCSS.NCEX.ELA-Literacy.RI.2.8 - Identify specific points an author makes in a text (e.g., Listen to tell me which of these sentences were in the text.).

CCSS.NCEX.ELA-Literacy.RI.2.9 - Identify two texts on the same topic.

CCSS.NCEX.ELA-Literacy.RI.2.10 - Actively engage in group reading of history/social studies, science, and technical texts for clearly stated purpose (e.g., Listen while I read so you can tell me what we need to do first.).

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.2.1 - Apply letter-sound and word analysis skills in decoding words.
    CCSS.NCEX.ELA-Literacy.RF.2.1a - In context, identify 18 or more letter-sound associations.
    CCSS.NCEX.ELA-Literacy.RF.2.1b - Identify the beginning sound of familiar words beginning with a single consonant sound.
    CCSS.NCEX.ELA-Literacy.RF.2.1c - Recognize 10 or more written words.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RF.2.2 - Engage actively in shared reading.

Writing Standards

CCSS.NCEX.ELA-Literacy.W.2.1 - Select a topic and use drawing, dictating, or writing* to state an opinion and one or more reasons to support the opinion (e.g., I like dessert. It is yummy.). (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.2.2 - Select a topic and use drawing, dictating, or writing* to compose a message with two or more ideas about the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.2.3 - Select an event or personal experience and use drawing, dictating, or writing* to compose a message with two or more ideas about it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.2.5 - With guidance and support from adults, add more information to own written message to strengthen it.

CCSS.NCEX.ELA-Literacy.W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

CCSS.NCEX.ELA-Literacy.W.2.7 - Participate in shared writing projects (e.g., contribute ideas to writing that an adult or peers have generated).

CCSS.NCEX.ELA-Literacy.W.2.8 - Recall information from experiences to answer a question.

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.2.1 - Participate in communicative exchanges.
    CCSS.NCEX.ELA-Literacy.SL.2.1a - Communicate directly with peers in multi-turn exchanges.
    CCSS.NCEX.ELA-Literacy.SL.2.1b - Build on comments or topics initiated by adult or peer communication partners in multi-turn exchanges.
    CCSS.NCEX.ELA-Literacy.SL.2.1c - Indicate confusion or a lack of understanding (e.g., point to symbol

CCSS.NCEX.ELA-Literacy.SL.2.2 - Identify words that describe key ideas or details from written texts read aloud or information presented orally or through media.

CCSS.NCEX.ELA-Literacy.SL.2.3 - Answer questions posed by adult or peer communication partners.

CCSS.NCEX.ELA-Literacy.SL.2.4 - Identify a familiar experience and one or more facts or details related to it.

CCSS.NCEX.ELA-Literacy.SL.2.5 - Select or create images, photographs or other visual/tactual displays to represent experiences, thoughts, or feelings.

CCSS.NCEX.ELA-Literacy.SL.2.6 - Combine 3 or more words when appropriate to task and situation in order to clarify communication.

North Carolina Extended Content Standards

English Language Arts

Language Standards

CCSS.NCEX.ELA-Literacy.L.2.1 - Demonstrate understandings of standard English grammar and usage when communicating.

    CCSS.NCEX.ELA-Literacy.L.2.1a - Write* all upper-case letters of the alphabet. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

    CCSS.NCEX.ELA-Literacy.L.2.1b - Write* 14 lower-case letters of the alphabet. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

    CCSS.NCEX.ELA-Literacy.L.2.1c - Use common nouns in singular and plural forms.

    CCSS.NCEX.ELA-Literacy.L.2.1d - Use personal pronouns.

    CCSS.NCEX.ELA-Literacy.L.2.1e - Use common past tense verbs (e.g., went, ate, did, saw, was).

CCSS.NCEX.ELA-Literacy.L.2.2 - Apply knowledge of letter-sound relationships in spelling, by representing initial sounds in words.

CCSS.NCEX.ELA-Literacy.L.2.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.

    CCSS.NCEX.ELA-Literacy.L.2.4a - Choose from an array of familiar words to complete sentences read aloud by an adult.

CCSS.NCEX.ELA-Literacy.L.2.5 - Demonstrate understanding of word relationships.

    CCSS.NCEX.ELA-Literacy.L.2.5a - Identify words that are opposites (e.g., hot/cold, big/little).

    CCSS.NCEX.ELA-Literacy.L.2.5b - Sort words into meaning based categories (e.g., foods, animals, places).

    CCSS.NCEX.ELA-Literacy.L.2.5c - Identify the function of common nouns (e.g., fork /eat).

CCSS.NCEX.ELA-Literacy.L.2.6 - Use words and phrases acquired through interactions, being read to, and other forms of instruction.

Grade 3:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.3.1 - Answer questions to demonstrate recall of details from text.

CCSS.NCEX.ELA-Literacy.RL.3.2 - Listen to stories, including fables and folktales from diverse cultures, and identify key events.

CCSS.NCEX.ELA-Literacy.RL.3.3 - Identify the feeling of characters in a story.

CCSS.NCEX.ELA-Literacy.RL.3.4 - Identify key words that complete literal sentences in a text (e.g., Jack climbed up the _____.).

CCSS.NCEX.ELA-Literacy.RL.3.5 - Identify the beginning, middle and end of a story with a linear sequence.

CCSS.NCEX.ELA-Literacy.RL.3.6 - Identify whether or not a story has a narrator.

CCSS.NCEX.ELA-Literacy.RL.3.7 - Identify words that describe story characters as depicted in images or illustrations from the text.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RL.3.9 - Identify ways that two stories with similar characters are the same (e.g., both stories take place at a school).

CCSS.NCEX.ELA-Literacy.RL.3.10 - Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to identify how the characters are feeling).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.3.1 - Answer questions to demonstrate recall of information from text.

CCSS.NCEX.ELA-Literacy.RI.3.2 - Listen to a text to identify key details.

CCSS.NCEX.ELA-Literacy.RI.3.3 - Identify first and last steps in a set of directions or a series of events in a written recount of the past.

CCSS.NCEX.ELA-Literacy.RI.3.4 - Identify key words from the text that complete sentences in a text (e.g., The hill made the object move < faster, slower, straighter>).

CCSS.NCEX.ELA-Literacy.RI.3.5 - Identify key words in a text that relate to a topic.

CCSS.NCEX.ELA-Literacy.RI.3.6 - Identify key points in a text that reflect own point of view (e.g., in a text about the World Cup, soccer is described as the most popular sport in Europe and student identifies it as his/her own favorite sport).

CCSS.NCEX.ELA-Literacy.RI.3.7 - Use information gained from visual elements and the words in a text (read or heard) to answer factual questions (e.g., who , what, where, when, and how).

CCSS.NCEX.ELA-Literacy.RI.3.8 - Describe the logical connection between information in a text (e.g., first/then, first/second/third in a sequence, compare big/little, hot/cold).

CCSS.NCEX.ELA-Literacy.RI.3.9 - Identify similar details in two texts of the same topic.

CCSS.NCEX.ELA-Literacy.RI.3.10 - Demonstrate understanding of text while actively engaging in group reading of historical/scientific and technical text for a clearly stated purpose (e.g., Read or listen to put the events in order, Read or listen to determine which is biggest).

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.3.1 - Apply letter-sound and word analysis skills in decoding words.
    CCSS.NCEX.ELA-Literacy.RF.3.1a - In context, identify all letter-sound associations.
    CCSS.NCEX.ELA-Literacy.RF.3.1b - Decode 3 letter words with common spelling patterns (e.g., consonant-vowel-consonant or high frequency rimes).
    CCSS.NCEX.ELA-Literacy.RF.3.1c - Recognize 40 or more written words.

CCSS.NCEX.ELA-Literacy.RF.3.2 - Read text comprised of familiar words with accuracy to support comprehension.

North Carolina Extended Content Standards

English Language Arts

Writing Standards

CCSS.NCEX.ELA-Literacy.W.3.1 - Write* an opinion of a familiar topic or text, supporting a point of view with reasons. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
> **CCSS.NCEX.ELA-Literacy.W.3.1a** - Select a topic or book to write about and state an opinion.
> **CCSS.NCEX.ELA-Literacy.W.3.1b** - List reasons to support the opinion.

CCSS.NCEX.ELA-Literacy.W.3.2 - Write* to convey information clearly. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
> **CCSS.NCEX.ELA-Literacy.W.3.2a** - Select a topic and illustrations or visual/ tactile supports related it.
> **CCSS.NCEX.ELA-Literacy.W.3.2b** - List words related to the topic.

CCSS.NCEX.ELA-Literacy.W.3.3 - Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with at least two events in sequence (e.g., Went to the store. Ate Cookies.). (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.3.4 - With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.3.5 - With guidance and support from adults, add more and clarify writing* to strengthen and develop it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.3.6 - With guidance and support from adults, use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.3.7 - Gather information about a topic from two or more sources.

CCSS.NCEX.ELA-Literacy.W.3.8 - Sort information on personal experiences or a topic being studied into provided categories (e.g., Based on knowledge about people or listening to books about people, sort words into categories of things that people have and animals have).

CCSS.NCEX.ELA-Literacy.W.3.10 - Write* routinely for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.3.1 - Participate in communicative exchanges.
> **CCSS.NCEX.ELA-Literacy.SL.3.1a** - Communicate directly with peers in multi-turn exchanges.
> **CCSS.NCEX.ELA-Literacy.SL.3.1b** - Ask questions of adult or peer communication partners in multi-turn exchanges.
> **CCSS.NCEX.ELA-Literacy.SL.3.1c** - Clarify own ideas as requested by communication partner.

CCSS.NCEX.ELA-Literacy.SL.3.2 - Identify words that describe key ideas or details from written texts read aloud or information presented graphically, orally, visually, or multimodally.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.SL.3.3 - Ask questions of or answer questions posed by adult or peer communication partners.

CCSS.NCEX.ELA-Literacy.SL.3.4 - Identify a familiar topic, story or experience and one or more facts or details related to it.

CCSS.NCEX.ELA-Literacy.SL.3.5 - Select or create an audio recording, images, photographs or other visual/tactual displays to represent stories or poems.

CCSS.NCEX.ELA-Literacy.SL.3.6 - Combine 3 or more words when appropriate to task and situation in order to clarify communication.

Language Standards

CCSS.NCEX.ELA-Literacy.L.3.1 - Demonstrate understandings of Standard English grammar and usage when communicating.
>   **CCSS.NCEX.ELA-Literacy.L.3.1a** - Write* all lower-case letters of the alphabet. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
>   **CCSS.NCEX.ELA-Literacy.L.3.1b** - Use plural and singular nouns.
>   **CCSS.NCEX.ELA-Literacy.L.3.1c** - Use verbs in their present and past tense.
>   **CCSS.NCEX.ELA-Literacy.L.3.1d** - Use common adjectives.
>   **CCSS.NCEX.ELA-Literacy.L.3.1e** - Produce phrases or sentences with a subject and a verb.

CCSS.NCEX.ELA-Literacy.L.3.2 - Apply knowledge of letter-sound relationships and familiar spelling patterns (e.g., word families), by representing initial and final sounds in words.

CCSS.NCEX.ELA-Literacy.L.3.3 - Use language to achieve desired outcomes when writing or communicating.
>   **CCSS.NCEX.ELA-Literacy.L.3.3a** - Use language to make simple requests.
>   **CCSS.NCEX.ELA-Literacy.L.3.3b** - Use language to comment or share information.

CCSS.NCEX.ELA-Literacy.L.3.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math and science content.
>   **CCSS.NCEX.ELA-Literacy.L.3.4a** - Choose from an array of words an appropriate word to complete sentences.
>   **CCSS.NCEX.ELA-Literacy.L.3.4b** - Identify the temporal meaning when the most common affixes (-ing, -ed) are added to common verbs (happening now; happened yesterday).

CCSS.NCEX.ELA-Literacy.L.3.5 - Demonstrate understanding of word relationships.
>   **CCSS.NCEX.ELA-Literacy.L.3.5a** - Identify real-life connections between words and their use (e.g., label the materials being used in a science experiment; label ingredients used to cook).
>   **CCSS.NCEX.ELA-Literacy.L.3.5b** - Identify words that describe personal emotional states.

CCSS.NCEX.ELA-Literacy.L.3.6 - Use words appropriately across context including words that signal spatial and temporal relationships (e.g. behind, under, later, soon, next).

North Carolina Extended Content Standards

English Language Arts

Grade 4:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.4.1 - Identify details or examples in a text that explain what the text says explicitly.

CCSS.NCEX.ELA-Literacy.RL.4.2 - Identify appropriate titles of a story, drama or poem.

CCSS.NCEX.ELA-Literacy.RL.4.3 - Identify words that describe characters, settings or events in a story or drama.

CCSS.NCEX.ELA-Literacy.RL.4.4 - Identify meaningful words, phrases or features in a text that are similar to those used in another text (e.g., characters in two separate texts are described in the same way; or the rhyme and rhythm of two texts are similar).

CCSS.NCEX.ELA-Literacy.RL.4.5 - Identify texts as poems, drama, and prose.

CCSS.NCEX.ELA-Literacy.RL.4.6 - Identify the narrator of a text.

CCSS.NCEX.ELA-Literacy.RL.4.7 - Use text and illustrations to understand a story.
    CCSS.NCEX.ELA-Literacy.RL.4.7a - Match text with appropriate illustrations from a story.
    CCSS.NCEX.ELA-Literacy.RL.4.7b - Identify details that exist in the illustrations that do not appear in the text of a story.
    CCSS.NCEX.ELA-Literacy.RL.4.7c - Identify details that exist in the text that do not appear in the illustrations.

CCSS.NCEX.ELA-Literacy.RL.4.9 - Compare characters or events, in stories, myths, and traditional literature from different cultures.

CCSS.NCEX.ELA-Literacy.RL.4.10 - Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for a clearly stated purpose (e.g., Read or listen to a story to identify the narrator. Read or listen to a story to compare the main characters.).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.4.1 - Determine details or examples in a text that help explain what the text says explicitly.

CCSS.NCEX.ELA-Literacy.RI.4.2 - Identify appropriate titles for a text.

CCSS.NCEX.ELA-Literacy.RI.4.3 - Sequence the steps in a set of directions or the series of events in a written recount of a past event.

CCSS.NCEX.ELA-Literacy.RI.4.4 - Complete sentences with academic and domain-specific words or phrases in a text that relate to a grade 4 topic or subject area (e.g., He used a to measure the temperature.).

CCSS.NCEX.ELA-Literacy.RI.4.5 - Determine whether a text is about a topic or an event.

CCSS.NCEX.ELA-Literacy.RI.4.6 - Identify similarities between own experience and a written account of the

North Carolina Extended Content Standards

English Language Arts

same experience or event.

CCSS.NCEX.ELA-Literacy.RI.4.7 - Answer factual questions about information presented graphically or visually presented in a text.

CCSS.NCEX.ELA-Literacy.RI.4.8 - Identify evidence (details and examples) that support particular points in a text.

CCSS.NCEX.ELA-Literacy.RI.4.9 - Compare and contrast two texts on the same topic.

CCSS.NCEX.ELA-Literacy.RI.4.10 - Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to a text to find similarities. Read or listen to a text to determine which is most important.).

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.4.1 - Apply letter-sound and word analysis skills in reading words.
  CCSS.NCEX.ELA-Literacy.RF.4.1a - In context apply letter-sound knowledge to use context plus first letter to identify words.
  CCSS.NCEX.ELA-Literacy.RF.4.1b - Decode single syllable words with common spelling patterns (e.g., consonant-vowel-consonant/e or high frequency words).
  CCSS.NCEX.ELA-Literacy.RF.4.1c - Recognize 40 or more written words.

CCSS.NCEX.ELA-Literacy.RF.4.2 - Read text comprised of familiar words with accuracy and understanding to support comprehension.

Writing Standards

CCSS.NCEX.ELA-Literacy.W.4.1 - Write* an opinion of a familiar topic or text, supporting a point of view with reasons and information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
  CCSS.NCEX.ELA-Literacy.W.4.1a - Select a topic or book to write about and state an opinion.
  CCSS.NCEX.ELA-Literacy.W.4.1b - List reasons that support the opinion.
  CCSS.NCEX.ELA-Literacy.W.4.1c - List facts or details to support opinion.

CCSS.NCEX.ELA-Literacy.W.4.2 - Write to convey information clearly. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
  CCSS.NCEX.ELA-Literacy.W.4.2a - Select a topic and illustrations or visual/ tactile supports related it.
  CCSS.NCEX.ELA-Literacy.W.4.2b - List words related to the topic.
  CCSS.NCEX.ELA-Literacy.W.4.2c - List facts or details related to the topic.

CCSS.NCEX.ELA-Literacy.W.4.3 - Select an event or personal experience and use drawing, dictating, or writing* to compose a narrative with 3 or more events in sequence (e.g., I woke up. I went to school. I had fun.). (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.4.4 - With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.4.5 - With guidance and support from adults, add more and clarify writing* to strengthen and develop it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.4.6 - With guidance and support from adults, use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.4.7 - Gather information about a topic from two or more sources.

CCSS.NCEX.ELA-Literacy.W.4.8 - Identify information relevant to a personal experiences or a topic and then sort the information into provided categories (e.g., Identify information about weights (ounces and pounds) and measures (inches and feet), and put it into appropriate weights and measures categories).

CCSS.NCEX.ELA-Literacy.W.4.9 - Write* in response to text being read or heard. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
   CCSS.NCEX.ELA-Literacy.W.4.9a - Apply grade 4 Extended Reading standards to literature (e.g., Describe an illustration in a story).
   CCSS.NCEX.ELA-Literacy.W.4.9b - Apply grade 4 Extended Reading standards to informational text (e.g., Compare two texts on the same topic).

CCSS.NCEX.ELA-Literacy.W.4.10 - Write routinely for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.4.1 - Participate in communicative exchanges.
   CCSS.NCEX.ELA-Literacy.SL.4.1a - Communicate directly with peers in multi-turn exchanges.
   CCSS.NCEX.ELA-Literacy.SL.4.1b - Ask and answer questions of adult or peer communication partners in multi-turn exchanges.
   CCSS.NCEX.ELA-Literacy.SL.4.1c - Clarify own ideas as requested by communication partner.
   CCSS.NCEX.ELA-Literacy.SL.4.1d - Make comments that contribute to the discussion and link to the remarks of others.

CCSS.NCEX.ELA-Literacy.SL.4.2 - Identify words or phrases that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.

CCSS.NCEX.ELA-Literacy.SL.4.3 - Identify the points the speaker makes (e.g., after a visiting author describes his work, students identifies points including: need quiet place to write, need good ideas).

CCSS.NCEX.ELA-Literacy.SL.4.4 - Report on a familiar topic, story, or experience, providing 2 or more facts or details related to it (e.g.,

CCSS.NCEX.ELA-Literacy.SL.4.5 - Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.

CCSS.NCEX.ELA-Literacy.SL.4.6 - Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient

North Carolina Extended Content Standards

English Language Arts

or telegraphic communication (e.g., A peer asks,

Language Standards

CCSS.NCEX.ELA-Literacy.L.4.1 - Demonstrate understandings of standard English grammar and usage when communicating.

CCSS.NCEX.ELA-Literacy.L.4.1a - Use comparative and superlative adjectives (e.g., I want the bigger one).

CCSS.NCEX.ELA-Literacy.L.4.1b - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, of, by, with).

CCSS.NCEX.ELA-Literacy.L.4.1c - Use possessive pronouns (e.g., mine, my, your, his, her, our, their).

CCSS.NCEX.ELA-Literacy.L.4.2 - Apply knowledge of letter-sound relationships and familiar spelling patterns when writing.

CCSS.NCEX.ELA-Literacy.L.4.2a - Spell simple words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.4.2b - Recognize ending punctuation.

CCSS.NCEX.ELA-Literacy.L.4.3 - Use language to achieve desired meaning when writing or communicating.

CCSS.NCEX.ELA-Literacy.L.4.3a - Use language to express emotions.

CCSS.NCEX.ELA-Literacy.L.4.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

CCSS.NCEX.ELA-Literacy.L.4.4a - Choose from an array of content related words to complete sentence read aloud by adults.

CCSS.NCEX.ELA-Literacy.L.4.4b - Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).

CCSS.NCEX.ELA-Literacy.L.4.5 - Demonstrate understanding of word relationships.

CCSS.NCEX.ELA-Literacy.L.4.5a - Use simple, common idioms (e.g., you bet, it

CCSS.NCEX.ELA-Literacy.L.4.5b - Demonstrate understanding of words by identifying other words that are the same and different in meaning.

CCSS.NCEX.ELA-Literacy.L.4.6 - Use words appropriately across contexts including words that signal emotions and attention to topic.

Grade 5:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.5.1 - Select quotes that explain what the text says explicitly.

CCSS.NCEX.ELA-Literacy.RL.5.2 - Identify the problem in a story, drama, or poem.

CCSS.NCEX.ELA-Literacy.RL.5.3 - Compare two or more characters or events in a story or drama, using specific details in the text (e.g., both characters are boys).

CCSS.NCEX.ELA-Literacy.RL.5.4 - Determine the literal meaning of words and phrases as they are used in

North Carolina Extended Content Standards

English Language Arts

a text.

CCSS.NCEX.ELA-Literacy.RL.5.5 - Demonstrate understanding of an author

CCSS.NCEX.ELA-Literacy.RL.5.6 - Identify words that describe the narrator or speaker in a story.

CCSS.NCEX.ELA-Literacy.RL.5.7 - Identify visual or multimedia elements that contribute to the meaning of a text.

CCSS.NCEX.ELA-Literacy.RL.5.9 - Compare and contrast two books on the same topic or theme.

CCSS.NCEX.ELA-Literacy.RL.5.10 - Demonstrate understanding of text while actively engaging in group reading of stories, dramas, and poetry for clearly stated purposes (e.g., Read/listen to the text to compare it with the text we read yesterday. Read/listen to the text to identify words that describe the narrator.).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.5.1 - Select quotes that explain what the text says explicitly.

CCSS.NCEX.ELA-Literacy.RI.5.2 - Determine the topic of a text and identify key details that relate to it.

CCSS.NCEX.ELA-Literacy.RI.5.3 - Compare two or more individuals, events, or concepts in a historical, scientific, or technical text (e.g., hurricanes and tornados are both: severe storms, dangerous, related to weather).

CCSS.NCEX.ELA-Literacy.RI.5.4 - Complete sentences with general academic and domain-specific words and phrases that relate to a grade 5 topic or subject area (e.g., Thunderstorms have thunder, , and strong winds.).

CCSS.NCEX.ELA-Literacy.RI.5.5 - Determine the chronology, comparison, cause/effect, or problem/solution presented in a text.

CCSS.NCEX.ELA-Literacy.RI.5.6 - Compare and contrast two written accounts of the same experience or event.

CCSS.NCEX.ELA-Literacy.RI.5.7 - Locate information or the answer to a question in a text (e.g., Read/listen to the text to find how the animal adapts.)

CCSS.NCEX.ELA-Literacy.RI.5.8 - Determine which evidence (details and examples) supports which points in a text (e.g., In a text about animal habitats and adaptations, determine which details and examples support the point that habitats are important and which support the point that adaptations change over time.).

CCSS.NCEX.ELA-Literacy.RI.5.9 - Compare and contrast several texts on the same topic.

CCSS.NCEX.ELA-Literacy.RI.5.10 - Demonstrate understanding of text while actively engaged in group reading of historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to find out three facts about bears. Read or listen to the text to compare what it says about animals to what we learned about animals yesterday.)

North Carolina Extended Content Standards

English Language Arts

Reading Standards Foundational Skills

CCSS.NCEX.ELA-Literacy.RF.5.1 - Apply letter-sound and word analysis skills in reading words.
    CCSS.NCEX.ELA-Literacy.RF.5.1a - Decode single syllable words.
    CCSS.NCEX.ELA-Literacy.RF.5.1b - Read common high frequency words.

CCSS.NCEX.ELA-Literacy.RF.5.2 - Read text comprised of familiar words with accuracy and understanding to support comprehension.

Writing Standards

CCSS.NCEX.ELA-Literacy.W.5.1 - Write* opinion pieces on topics or texts, supporting a point of view with reasons and information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.5.1a - State a topic or book to write about and state an opinion about it.
    CCSS.NCEX.ELA-Literacy.W.5.1b - Provide reasons that support the opinion using 2-3 word combinations.
    CCSS.NCEX.ELA-Literacy.W.5.1c - Provide facts or details to support opinion using 2-3 word combinations.

CCSS.NCEX.ELA-Literacy.W.5.2 - Write* to convey information and ideas clearly. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.5.2a - State a topic and select illustrations or visual/tactile supports related to it.
    CCSS.NCEX.ELA-Literacy.W.5.2b - Provide information related to the topic using 2-3 word combinations and domain specific vocabulary.
    CCSS.NCEX.ELA-Literacy.W.5.2c - Provide facts or details related to the topic using 2-3 word combinations

CCSS.NCEX.ELA-Literacy.W.5.3 - Write* a narrative about a real or imagined event or experience. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.5.3a - Describe the event or experience using 2-3 word combinations.
    CCSS.NCEX.ELA-Literacy.W.5.3b - Describe 3 or more events in sequence.
    CCSS.NCEX.ELA-Literacy.W.5.3c - Provide a sense of closure.

CCSS.NCEX.ELA-Literacy.W.5.4 - With guidance and support from adults produce writing* in which the organization is appropriate to the task and purpose. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.5.5 - With guidance and support from adults, add more and clarify writing* to strengthen and develop it. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.5.6 - With guidance and support from adults, use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.5.7 - Gather information about a topic from several sources.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.5.8 - Identify or recall information relevant to a personal experience or a topic and then sort the information into categories.

CCSS.NCEX.ELA-Literacy.W.5.9 - Write* in response to text being read or heard and topics being researched. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

> **CCSS.NCEX.ELA-Literacy.W.5.9a** - Apply grade 5 Extended Reading standards to literature (e.g., Identify the problem).

> **CCSS.NCEX.ELA-Literacy.W.5.9b** - Apply grade 5 Extended Reading standards to literary nonfiction (e.g., Determine the topic and key details).

CCSS.NCEX.ELA-Literacy.W.5.10 - Write* routinely over extended time frames (e.g., return to piece on more than one day) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.5.1 - Participate in communicative exchanges.

> **CCSS.NCEX.ELA-Literacy.SL.5.1a** - Come to discussions prepared to share information.

> **CCSS.NCEX.ELA-Literacy.SL.5.1b** - Communicate directly with peers in multi-turn exchanges.

> **CCSS.NCEX.ELA-Literacy.SL.5.1c** - Ask and answer questions of adult or peer communication partners to clarify and elaborate.

> **CCSS.NCEX.ELA-Literacy.SL.5.1d** - Make comments that contribute to the discussion and link to the remarks of others.

CCSS.NCEX.ELA-Literacy.SL.5.2 - Identify words that describe the meaning of written texts read aloud or information presented graphically, orally, visually, or multimodally.

CCSS.NCEX.ELA-Literacy.SL.5.3 - Identify the points a speaker makes.

CCSS.NCEX.ELA-Literacy.SL.5.4 - Report on a familiar topic or text or present an opinion, providing 2 or more facts or details related to it.

CCSS.NCEX.ELA-Literacy.SL.5.5 - Select or create an audio recording, images, photographs or other visual/tactual displays to enhance reports and other communication exchanges.

CCSS.NCEX.ELA-Literacy.SL.5.6 - Differentiate between communication partners and contexts that call for precise ideas and information (e.g., The student is giving a report on a project) and those that call for efficient or telegraphic communication (e.g., A peer asks,

Language Standards

CCSS.NCEX.ELA-Literacy.L.5.1 - Demonstrate understandings of standard English grammar and usage when communicating.

> **CCSS.NCEX.ELA-Literacy.L.5.1a** - Use frequently occurring conjunctions (e.g., and, but, for, because).

> **CCSS.NCEX.ELA-Literacy.L.5.1b** - Use singular and plural nouns with matching verbs (e.g., I eat. He eats.)

> **CCSS.NCEX.ELA-Literacy.L.5.1c** - Form and use the past tense of frequently occurring irregular verbs

North Carolina Extended Content Standards

English Language Arts

(e.g., went, sat, ate, told)

CCSS.NCEX.ELA-Literacy.L.5.2 - Demonstrate understandings of capitalization, ending punctuation, and spelling patterns when writing.

CCSS.NCEX.ELA-Literacy.L.5.2a - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.5.2b - Capitalize the first word in a sentence.

CCSS.NCEX.ELA-Literacy.L.5.2c - Capitalize names.

CCSS.NCEX.ELA-Literacy.L.5.2d - Use period to mark the end of a sentence.

CCSS.NCEX.ELA-Literacy.L.5.3 - Use language to achieve desired meaning when writing or communicating.

CCSS.NCEX.ELA-Literacy.L.5.3a - Combine simple sentence to create more complex sentences (e.g., I like milk. I like cookies. I like milk and cookies.).

CCSS.NCEX.ELA-Literacy.L.5.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

CCSS.NCEX.ELA-Literacy.L.5.4a - Choose from an array of content related words to complete sentence read aloud by adults.

CCSS.NCEX.ELA-Literacy.L.5.4b - Use frequently occurring root words (e.g., cook) and their inflectional forms (e.g., cooks, cooked, cooking).

CCSS.NCEX.ELA-Literacy.L.5.5 - Demonstrate understanding of word relationships.

CCSS.NCEX.ELA-Literacy.L.5.5a - Use words with multiple meanings accurately (e.g., identify a duck as a type of bird and use the verb to duck).

CCSS.NCEX.ELA-Literacy.L.5.5b - Use simple, common idioms (e.g., you bet, it

CCSS.NCEX.ELA-Literacy.L.5.5c - Distinguish shades of meaning of adjectives differing in intensity (e.g., uncomfortable, painful).

CCSS.NCEX.ELA-Literacy.L.5.5d - Demonstrate understanding of words by identifying other words with similar meanings (e.g., synonyms).

CCSS.NCEX.ELA-Literacy.L.5.6 - Use words appropriately across contexts including words and phrases that signal continuation (e.g., We used the small ramp and then) and contrast (e.g., He likes it but).

Grade 6:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.6.1 - Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., the text reads, the boy jumped out of bed and ran to school. Explicit = boy jumping and running. Inferred = got dressed, ate breakfast).

CCSS.NCEX.ELA-Literacy.RL.6.2 - Determine the theme or central idea of a text.

CCSS.NCEX.ELA-Literacy.RL.6.3 - Describe the ways that characters respond to a problem or event in a story.

CCSS.NCEX.ELA-Literacy.RL.6.4 - Determine the meaning of simple idioms and figures of speech as they

North Carolina Extended Content Standards

English Language Arts

are used in a text.

CCSS.NCEX.ELA-Literacy.RL.6.5 - Determine how a particular word, phrase or sentence fits into the overall structure of a text and contributes to its meaning.

CCSS.NCEX.ELA-Literacy.RL.6.6 - Identify words that describe what the narrator or speaker in a story is thinking or feeling

CCSS.NCEX.ELA-Literacy.RL.6.7 - Compare a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.

CCSS.NCEX.ELA-Literacy.RL.6.9 - Compare two stories, poems, or dramas on similar themes or topics.

CCSS.NCEX.ELA-Literacy.RL.6.10 - Demonstrate understanding of text while actively engaging in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the poem to compare it with the poem we read yesterday. Read or listen to the text to identify words that describe what the narrator is thinking.).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.6.1 - Analyze a text to determine events or actions that are stated explicitly and those that must be inferred (e.g., Explicit = Add one egg. Inferred = Use raw egg, crack it open).

CCSS.NCEX.ELA-Literacy.RI.6.2 - Determine the theme or central idea of a text.

CCSS.NCEX.ELA-Literacy.RI.6.3 - Identify examples and anecdotes that relate to key individuals, events, or ideas in a text.

CCSS.NCEX.ELA-Literacy.RI.6.4 - Determine the meaning of simple idioms and figures of speech as they are used in a text.

CCSS.NCEX.ELA-Literacy.RI.6.5 - Determine how a particular word, phrase or sentence fits into the overall structure of a text.

CCSS.NCEX.ELA-Literacy.RI.6.6 - Determine the purpose of a text.

CCSS.NCEX.ELA-Literacy.RI.6.7 - Find similarities across information presented in different formats (e.g., print or digital text, video, multimedia).

CCSS.NCEX.ELA-Literacy.RI.6.8 - Determine whether claims in a text are fact or opinion.

CCSS.NCEX.ELA-Literacy.RI.6.9 - Compare two texts about similar events.

CCSS.NCEX.ELA-Literacy.RI.6.10 - Demonstrate understanding of text while actively engaged in reading or listening to historical, scientific, and technical texts for clearly stated purposes (e.g., Read or listen to the text to compare what it says about the city to what we learned about the city yesterday.)

Writing Standards

CCSS.NCEX.ELA-Literacy.W.6.1 - Write* a claim and support it with two or more reasons or other relevant

North Carolina Extended Content Standards

English Language Arts

evidence. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.6.2 - Write* an informative or explanatory text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.6.2a - Write* the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.6.2b - Develop the topic with two or more facts or concrete details.
    CCSS.NCEX.ELA-Literacy.W.6.2c - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.6.3 - Write* a narrative about personal or imagined experiences or events. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.6.3a - Write* about multiple events and use temporal words (e.g., next, then) to signal event order. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.6.3b - Include one or more characters.
    CCSS.NCEX.ELA-Literacy.W.6.3c - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.6.4 - Produce writing* that addresses a particular task or purpose. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.6.5 - With guidance and support from adults, develop and strengthen writing* by planning, writing and revising. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.6.6 - Use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.6.7 - Write* to answer a question based on one or more sources of information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.6.8 - Select quotes from one or more print or digital sources that provide important information about a topic.

CCSS.NCEX.ELA-Literacy.W.6.9 - Write* about information gathered from literary or informational texts. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
    CCSS.NCEX.ELA-Literacy.W.6.9a - Apply grade 6 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic).
    CCSS.NCEX.ELA-Literacy.W.6.9b - Apply grade 6 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

CCSS.NCEX.ELA-Literacy.W.6.10 - Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

North Carolina Extended Content Standards

English Language Arts

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.6.1 - Participate in communicative exchanges.

    CCSS.NCEX.ELA-Literacy.SL.6.1a - Come to discussions prepared to share information.

    CCSS.NCEX.ELA-Literacy.SL.6.1b - With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.

    CCSS.NCEX.ELA-Literacy.SL.6.1c - Ask and answer questions specific to the topic, text or issue under discussion.

    CCSS.NCEX.ELA-Literacy.SL.6.1d - Determine whether others involved in the discussion agree or disagree with own perspective.

CCSS.NCEX.ELA-Literacy.SL.6.2 - Identify information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.

CCSS.NCEX.ELA-Literacy.SL.6.3 - Identify the points the speaker makes and how one or more is supported by reasons and evidence.

CCSS.NCEX.ELA-Literacy.SL.6.4 - Present findings including descriptions, facts, or details related to a main idea or theme.

CCSS.NCEX.ELA-Literacy.SL.6.5 - Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.

CCSS.NCEX.ELA-Literacy.SL.6.6 - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

CCSS.NCEX.ELA-Literacy.L.6.1 - Demonstrate understandings of Standard English grammar and usage when communicating.

    CCSS.NCEX.ELA-Literacy.L.6.1a - Use indefinite pronouns (e.g., anybody, nobody, someone).

    CCSS.NCEX.ELA-Literacy.L.6.1b - Recognize when own message fails to convey intended meaning and use strategies to improve expression.

CCSS.NCEX.ELA-Literacy.L.6.2 - Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.

    CCSS.NCEX.ELA-Literacy.L.6.2a - Capitalize sentences and proper nouns.

    CCSS.NCEX.ELA-Literacy.L.6.2b - Use a question mark at the end of a written question.

    CCSS.NCEX.ELA-Literacy.L.6.2c - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.6.3 - Use language to achieve desired meaning when writing or communicating.

    CCSS.NCEX.ELA-Literacy.L.6.3a - Vary use of language when listener or reader does not understand initial attempt.

CCSS.NCEX.ELA-Literacy.L.6.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.L.6.4a - Use context to identify which word in an array of content related words is missing from a sentence.

CCSS.NCEX.ELA-Literacy.L.6.4b - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

CCSS.NCEX.ELA-Literacy.L.6.5 - Demonstrate understanding of word relationships.

CCSS.NCEX.ELA-Literacy.L.6.5a - Understand the meaning conveyed by concrete similes (e.g., the man was as big as a tree.) encountered while reading or listening.

CCSS.NCEX.ELA-Literacy.L.6.5b - Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).

CCSS.NCEX.ELA-Literacy.L.6.6 - Acquire and use general academic and domain-specific words and phrases.

Grade 7:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.7.1 - Analyze a text to determine character traits that are stated explicitly and those that must be inferred (e.g., Explicit = the girl is strong, pretty and lonely. Inferred = brave and persistent).

CCSS.NCEX.ELA-Literacy.RL.7.2 - Determine the theme or central idea of a text, and identify the characters and setting.

CCSS.NCEX.ELA-Literacy.RL.7.3 - Determine how two or more events in a story are related (e.g., The cupboard was empty when they looked so they went shopping.).

CCSS.NCEX.ELA-Literacy.RL.7.4 - Use rhyme and other repetition of sounds in a text to support reading for meaning (e.g., determine from an array an upcoming word or phrase based on the pattern established by the author).

CCSS.NCEX.ELA-Literacy.RL.7.5 - Determine whether a text is a story, drama, or poem.

CCSS.NCEX.ELA-Literacy.RL.7.6 - Determine what words an author uses to contrast characters in a text.

CCSS.NCEX.ELA-Literacy.RL.7.7 - Compare and contrast a video or enacted version of a story, poem or drama to a text-based version of the same story, poem, or drama.

CCSS.NCEX.ELA-Literacy.RL.7.9 - Compare a fictional portrayal of a time, place, or character with an historical account of the same time, place or character.

CCSS.NCEX.ELA-Literacy.RL.7.10 - Demonstrate understanding of text while actively engaged in reading and listening to stories, dramas, and poetry for clearly stated purposes (e.g., Read or listen to the story to compare it with the video we watched. Read or listen to the text to determine how the two main events are related.).

North Carolina Extended Content Standards

English Language Arts

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.7.1 - Analyze a text to determine which ideas are explicitly stated and those that must be inferred (e.g., Explicit = Animals eat plants to live. Inferred = some things die so other things can live).

CCSS.NCEX.ELA-Literacy.RI.7.2 - Determine two or more central ideas in a text.

CCSS.NCEX.ELA-Literacy.RI.7.3 - Determine how two or more events in a text are related (e.g., the severe storm flooded the town so they had to rescue the people in boats.).

CCSS.NCEX.ELA-Literacy.RI.7.4 - Determine the meaning of simple idioms and figures of speech as they are used in a text.

CCSS.NCEX.ELA-Literacy.RI.7.5 - Determine how headings, key words, and key phrases relate to the topic of a text.

CCSS.NCEX.ELA-Literacy.RI.7.6 - Compare the purpose of two or more texts on the same topic.

CCSS.NCEX.ELA-Literacy.RI.7.7 - Determine how understanding shifts when reading a text versus experiencing an audio, video, or multimedia version of it (e.g., Read to list words that describe the main character then add to or revise the resulting list of words after watching a video portrayal of the same text.).

CCSS.NCEX.ELA-Literacy.RI.7.8 - Analyze a text to identify reasons or evidence which support claims in a text.

CCSS.NCEX.ELA-Literacy.RI.7.9 - Compare and contrast the key information provided by authors of two different texts on the same topic.

CCSS.NCEX.ELA-Literacy.RI.7.10 - Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to determine if the claims are fact or opinion.)

Writing Standards

CCSS.NCEX.ELA-Literacy.W.7.1 - Write* a claim and support it with two or more reasons or other relevant evidence. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.7.2 - Write* an informative or explanatory text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
  CCSS.NCEX.ELA-Literacy.W.7.2a - Write* the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
  CCSS.NCEX.ELA-Literacy.W.7.2b - Develop the topic with two or more facts or concrete details.
  CCSS.NCEX.ELA-Literacy.W.7.2c - Use domain specific vocabulary.
  CCSS.NCEX.ELA-Literacy.W.7.2d - Provide a closure.

CCSS.NCEX.ELA-Literacy.W.7.3 - Write* a narrative about personal or imagined experiences or events. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.7.3a - Write* about multiple events and use temporal words to signal event order. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
CCSS.NCEX.ELA-Literacy.W.7.3b - Include one or more characters.
CCSS.NCEX.ELA-Literacy.W.7.3c - Use words or phrases to describe the character(s).
CCSS.NCEX.ELA-Literacy.W.7.3d - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.7.4 - Produce writing* that addresses a particular task, purpose, or audience.

CCSS.NCEX.ELA-Literacy.W.7.5 - With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

CCSS.NCEX.ELA-Literacy.W.7.6 - Use technology to produce and publish writing*.

CCSS.NCEX.ELA-Literacy.W.7.7 - Write* to answer a question based on two or more sources of information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.7.8 - Select quotes from two or more print or digital source that provide important information about a topic.

CCSS.NCEX.ELA-Literacy.W.7.9 - Write* about information gathered from literary or informational texts. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
CCSS.NCEX.ELA-Literacy.W.7.9a - Apply grade 7 Extended Reading standards to literature (e.g., Compare two texts with the same theme or topic).
CCSS.NCEX.ELA-Literacy.W.7.9b - Apply grade 7 Extended Reading standards to literary nonfiction (e.g., Compare a video or multimedia presentation to a text on the same topic).

CCSS.NCEX.ELA-Literacy.W.7.10 - Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard w

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.7.1 - Participate in communicative exchanges.
CCSS.NCEX.ELA-Literacy.SL.7.1a - Come to discussions prepared to share information.
CCSS.NCEX.ELA-Literacy.SL.7.1b - With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.
CCSS.NCEX.ELA-Literacy.SL.7.1c - Remain on the topic of the discussion when asking or answering questions or making other contributions.

CCSS.NCEX.ELA-Literacy.SL.7.2 - Identify the main idea of information presented in graphical, oral, visual, or multimodal formats that relates to a topic, text or issue under study.

CCSS.NCEX.ELA-Literacy.SL.7.3 - Determine whether the claims made by a speaker are fact or opinion.

CCSS.NCEX.ELA-Literacy.SL.7.4 - Present findings including descriptions, facts, or details related to a main idea or theme.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.SL.7.5 - Select or create an audio recording, images, photographs or other visual/tactual displays to enhance presentations.

CCSS.NCEX.ELA-Literacy.SL.7.6 - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

CCSS.NCEX.ELA-Literacy.L.7.1 - Demonstrate understandings of standard English grammar and usage when communicating.
  CCSS.NCEX.ELA-Literacy.L.7.1a - Produce simple sentences.
  CCSS.NCEX.ELA-Literacy.L.7.1b - Combine two simple sentences using common conjunctions to produce compound sentences.

CCSS.NCEX.ELA-Literacy.L.7.2 - Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
  CCSS.NCEX.ELA-Literacy.L.7.2a - Use ending punctuation.
  CCSS.NCEX.ELA-Literacy.L.7.2b - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.7.3 - Use language to achieve desired meaning when writing or communicating.
  CCSS.NCEX.ELA-Literacy.L.7.3a - Use precise language as required to achieve desired meaning.

CCSS.NCEX.ELA-Literacy.L.7.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.
  CCSS.NCEX.ELA-Literacy.L.7.4a - Use context to identify which word in an array of content related words is missing from a sentence.
  CCSS.NCEX.ELA-Literacy.L.7.4b - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

CCSS.NCEX.ELA-Literacy.L.7.5 - Demonstrate understanding of word relationships.
  CCSS.NCEX.ELA-Literacy.L.7.5a - Understand the meaning conveyed by concrete similes (e.g., The room was as cold as ice) encountered while reading or listening.
  CCSS.NCEX.ELA-Literacy.L.7.5b - Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).

CCSS.NCEX.ELA-Literacy.L.7.6 - Acquire and use general academic and domain-specific words and phrases.

Grade 8:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.8.1 - Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).

CCSS.NCEX.ELA-Literacy.RL.8.2 - Determine the theme or central idea of a text and select details that relate to it.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RL.8.3 - Determine which incidents in a story lead to a subsequent action or decision (e.g., The storm led the main characters to take cover).

CCSS.NCEX.ELA-Literacy.RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including simple analogies.

CCSS.NCEX.ELA-Literacy.RL.8.5 - Compare and contrast the structure of a story to a drama or poem on the same topic.

CCSS.NCEX.ELA-Literacy.RL.8.6 - Compare the point of view of a character and the audience or reader in a text with suspense or humor (e.g., the story is funny because the character is interpreting information literally while the reader knows the words have other meanings).

CCSS.NCEX.ELA-Literacy.RL.8.7 - Compare and contrast a filmed or live production of a story or drama with its text or script and determine how the acting influences meaning (e.g., the main character makes the role funny when the words alone are serious).

CCSS.NCEX.ELA-Literacy.RL.8.9 - Compare and contrast themes, patterns of events or characters across two or more stories or dramas.

CCSS.NCEX.ELA-Literacy.RL.8.10 - Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the story to select quotes that best reflect the theme. Read or listen to the story to determine why it is humorous).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.8.1 - Select quotes that best support an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student identifies quotes that support it).

CCSS.NCEX.ELA-Literacy.RI.8.2 - Determine the theme or central idea of a text and select details that relate to it.

CCSS.NCEX.ELA-Literacy.RI.8.3 - Compare and contrast key individuals, ideas or events in a text.

CCSS.NCEX.ELA-Literacy.RI.8.4 - Determine the meaning of words and phrases as they are used in text, including simple analogies.

CCSS.NCEX.ELA-Literacy.RI.8.5 - Determine the topic sentence in a paragraph.

CCSS.NCEX.ELA-Literacy.RI.8.6 - Compare the purpose of two or more texts on the same topic and identify conflicting evidence or information.

CCSS.NCEX.ELA-Literacy.RI.8.7 - Determine the advantages of using print (or digital text), video, or multimedia to present information on a topic or idea.

CCSS.NCEX.ELA-Literacy.RI.8.8 - Determine whether claims in a text are fact or opinion and identify reasoning or evidence to support facts.

CCSS.NCEX.ELA-Literacy.RI.8.9 - Evaluate the key information provided by authors of two different texts on

North Carolina Extended Content Standards

English Language Arts

the same topic and determine if they agree or disagree on each point.

CCSS.NCEX.ELA-Literacy.RI.8.10 - Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to identify information that conflicts with the information we learned yesterday).

Writing Standards

CCSS.NCEX.ELA-Literacy.W.8.1 - Write* a claim. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

> **CCSS.NCEX.ELA-Literacy.W.8.1a** - Support claim with two or more reasons or other relevant evidence.
> **CCSS.NCEX.ELA-Literacy.W.8.1b** - State one opposing or counterclaim.

CCSS.NCEX.ELA-Literacy.W.8.2 - Write* an informative or explanatory text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

> **CCSS.NCEX.ELA-Literacy.W.8.2a** - Write* the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
> **CCSS.NCEX.ELA-Literacy.W.8.2b** - Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.
> **CCSS.NCEX.ELA-Literacy.W.8.2c** - Develop the topic with two or more facts or concrete details.
> **CCSS.NCEX.ELA-Literacy.W.8.2d** - Use domain specific vocabulary.
> **CCSS.NCEX.ELA-Literacy.W.8.2e** - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.8.3 - Write* narratives about personal or imagined experiences or events. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

> **CCSS.NCEX.ELA-Literacy.W.8.3a** - Write* about multiple events and use temporal words to signal event order. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
> **CCSS.NCEX.ELA-Literacy.W.8.3b** - Include one or more characters.
> **CCSS.NCEX.ELA-Literacy.W.8.3c** - Use dialogue as appropriate.
> **CCSS.NCEX.ELA-Literacy.W.8.3d** - Use words or phrases to describe the character(s).
> **CCSS.NCEX.ELA-Literacy.W.8.3e** - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.8.4 - Produce writing* that addresses a particular task, purpose, or audience. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.8.5 - With guidance and support from adults, develop and strengthen writing* by planning, writing and revising.

CCSS.NCEX.ELA-Literacy.W.8.6 - Use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.8.7 - Write* to answer and pose questions based on two or more sources of information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.8.8 - Select quotes from two or more print or digital source that provide

North Carolina Extended Content Standards

English Language Arts

important information about a topic.

CCSS.NCEX.ELA-Literacy.W.8.9 - Write* about information gathered from literary or informational texts. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

    CCSS.NCEX.ELA-Literacy.W.8.9a - Apply grade 8 Extended Reading Standards to literature (e.g., Write* key details that support the theme).

    CCSS.NCEX.ELA-Literacy.W.8.9b - Apply grade 8 Extended Reading Standards to literary nonfiction (e.g., List in writing* conflicting information presented across two texts).

CCSS.NCEX.ELA-Literacy.W.8.10 - Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard w

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.8.1 - Participate in communicative exchanges.

    CCSS.NCEX.ELA-Literacy.SL.8.1a - Come to discussions prepared to share information.

    CCSS.NCEX.ELA-Literacy.SL.8.1b - With guidance and support from adults, follow simple, agreed-upon rules for discussions and carry out assigned roles.

    CCSS.NCEX.ELA-Literacy.SL.8.1c - Remain on the topic of the discussion when asking or answering questions or making other contributions.

    CCSS.NCEX.ELA-Literacy.SL.8.1d - Acknowledge when a communication partner changes the topic and a shift in own comments or questions is warranted.

CCSS.NCEX.ELA-Literacy.SL.8.2 - Identify the purpose of information in graphical, oral, visual or multimodal formats (e.g., an advertisement is selling something; a newspaper headline is telling about something important; the announcement is teling about school events).

CCSS.NCEX.ELA-Literacy.SL.8.3 - Determine whether the claims made by a speaker are fact or opinion.

CCSS.NCEX.ELA-Literacy.SL.8.4 - Present findings including relevant descriptions, facts, or details.

CCSS.NCEX.ELA-Literacy.SL.8.5 - Select or create audio recordings, images, photographs or other visual/tactual displays and integrate into presentations.

CCSS.NCEX.ELA-Literacy.SL.8.6 - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

CCSS.NCEX.ELA-Literacy.L.8.1 - Demonstrate understandings of standard English grammar and usage when communicating.

    CCSS.NCEX.ELA-Literacy.L.8.1a - Form and use regular and irregular verbs.

    CCSS.NCEX.ELA-Literacy.L.8.1b - Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.

CCSS.NCEX.ELA-Literacy.L.8.2 - Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.L.8.2a - Use ending punctuation.

CCSS.NCEX.ELA-Literacy.L.8.2b - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.8.3 - Use language to achieve desired meaning when writing or communication.

CCSS.NCEX.ELA-Literacy.L.8.3a - Use action verbs.

CCSS.NCEX.ELA-Literacy.L.8.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

CCSS.NCEX.ELA-Literacy.L.8.4a - Use context to identify which word in an array of content related words is missing from a sentence.

CCSS.NCEX.ELA-Literacy.L.8.4b - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

CCSS.NCEX.ELA-Literacy.L.8.5 - Demonstrate understanding of word relationships.

CCSS.NCEX.ELA-Literacy.L.8.5a - Understand the use of multiple meaning words (e.g., draw the curtains).

CCSS.NCEX.ELA-Literacy.L.8.5b - Demonstrate understanding of words by identifying other words with similar and different meanings (e.g., synonyms and antonyms).

CCSS.NCEX.ELA-Literacy.L.8.5c - Understand that multiple words can reflect the same or similar meanings (e.g., said, told, called, explained, replied)

CCSS.NCEX.ELA-Literacy.L.8.6 - Acquire and use general academic and domain-specific words and phrases.

Grade 9 - 10:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.9-10.1 - Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).

CCSS.NCEX.ELA-Literacy.RL.9-10.2 - Determine the theme or central idea of the text and select details that relate to it; recount the text.

CCSS.NCEX.ELA-Literacy.RL.9-10.3 - Determine how characters change or develop over the course of a text.

CCSS.NCEX.ELA-Literacy.RL.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.

CCSS.NCEX.ELA-Literacy.RL.9-10.5 - Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks).

CCSS.NCEX.ELA-Literacy.RL.9-10.6 - Compare and contrast the experiences of characters in story or drama from outside the United States with personal experience.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RL.9-10.7 - Analyze the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration) and determine what is present and absent in each.

CCSS.NCEX.ELA-Literacy.RL.9-10.9 - Determine how an author has drawn upon or included references to another text (e.g., book 3 in a series draws on information from 1 and 2; one author draws upon another author

CCSS.NCEX.ELA-Literacy.RL.9-10.10 - Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to this text to determine how the main character changes over time. Read or listen to this text to determine how the author has drawn upon the text we read last week).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.9-10.1 - Determine which quotes best demonstrate the meaning of the text or an inference drawn from a text (e.g., Teacher provides an inference drawn from the text and student determines one or more quotes that support it).

CCSS.NCEX.ELA-Literacy.RI.9-10.2 - Determine the theme or central idea of the text and select details that relate to it; recount the text.

CCSS.NCEX.ELA-Literacy.RI.9-10.3 - Determine how ideas or events in a text are related.

CCSS.NCEX.ELA-Literacy.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech.

CCSS.NCEX.ELA-Literacy.RI.9-10.5 - Determine which sentences or paragraphs relate to the ideas or claims that an author has made (e.g., Read or listen to the text to tell me which sentences tell about the author

CCSS.NCEX.ELA-Literacy.RI.9-10.6 - Determine which sentences and paragraphs in a text reflect an author

CCSS.NCEX.ELA-Literacy.RI.9-10.7 - Analyze various accounts of a subject told in two different artistic mediums (e.g., a person

CCSS.NCEX.ELA-Literacy.RI.9-10.8 - Analyze the argument or specific claims and determine what evidence is provided to support them.

CCSS.NCEX.ELA-Literacy.RI.9-10.9 - Analyze accounts of U.S. documents and historical and literary significance and determine what themes are addressed in each.

CCSS.NCEX.ELA-Literacy.RI.9-10.10 - Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Read or listen to the text to determine what it tells us about the man

Writing Standards

CCSS.NCEX.ELA-Literacy.W.9-10.1 - Write* a claim that results from studying a topic or reading a text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.9-10.1a - Support claim with two reasons or other relevant evidence drawn from the text when appropriate.

CCSS.NCEX.ELA-Literacy.W.9-10.1b - State one opposing or counterclaim.

CCSS.NCEX.ELA-Literacy.W.9-10.1c - Provide a closing or concluding statement.

CCSS.NCEX.ELA-Literacy.W.9-10.2 - Write* an informative or explanatory text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.2a - Write* the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.2b - Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.

CCSS.NCEX.ELA-Literacy.W.9-10.2c - Develop the topic with three or more facts or concrete details.

CCSS.NCEX.ELA-Literacy.W.9-10.2d - Use domain specific vocabulary.

CCSS.NCEX.ELA-Literacy.W.9-10.2e - Provide a closing or concluding statement.

CCSS.NCEX.ELA-Literacy.W.9-10.3 - Write* narratives about personal or imagined experiences or events. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.3a - Introduce the narrative by stating the problem, situation or event.

CCSS.NCEX.ELA-Literacy.W.9-10.3b - Include a narrator or characters using words to signal event order.

CCSS.NCEX.ELA-Literacy.W.9-10.3c - Write* about multiple events and use temporal words to signal event order. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.3d - Use dialogue as appropriate.

CCSS.NCEX.ELA-Literacy.W.9-10.3e - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.9-10.4 - Produce writing that addresses a particular task, purpose, or audience.

CCSS.NCEX.ELA-Literacy.W.9-10.5 - With guidance and support from adults, add more and clarify writing to strengthen and develop it relative to the purpose or audience.

CCSS.NCEX.ELA-Literacy.W.9-10.6 - Use technology to produce and publish writing.

CCSS.NCEX.ELA-Literacy.W.9-10.7 - Write* to answer and pose questions or solve a problem based on two or more sources of information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.8 - Determine if a source provides information that is important to the topic and select quotes that provide relevant information.

CCSS.NCEX.ELA-Literacy.W.9-10.9 - Write* about information gathered from literary or informational texts. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.9-10.9a - Apply grade 9 Extended Reading Standards to literature (e.g., Write* to recount the story).

CCSS.NCEX.ELA-Literacy.W.9-10.9b - Apply grade 9 Extended Reading Standards to literary nonfiction

North Carolina Extended Content Standards

English Language Arts

(e.g., Write* to describe information provided in the book that was not in the video).

CCSS.NCEX.ELA-Literacy.W.9-10.10 - Write* over extended time frames (adding to the same text over multiple sessions) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.9-10.1 - Initiate and participate in communicative exchanges.
> **CCSS.NCEX.ELA-Literacy.SL.9-10.1a** - Come to discussions prepared to share.
> **CCSS.NCEX.ELA-Literacy.SL.9-10.1b** - With Guidance and support from communication partners, follow agreed upon rules for discussions and carry out assigned roles.
> **CCSS.NCEX.ELA-Literacy.SL.9-10.1c** - Remain on the topic of the discussion or logically link (e.g., that reminds me of
> **CCSS.NCEX.ELA-Literacy.SL.9-10.1d** - Acknowledge when a communication partner changes the topic and shift own comments and questions as warranted.

CCSS.NCEX.ELA-Literacy.SL.9-10.2 - Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible.

CCSS.NCEX.ELA-Literacy.SL.9-10.3 - Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).

CCSS.NCEX.ELA-Literacy.SL.9-10.4 - Present findings including relevant descriptions, facts, or details with an organization that supports purpose, audience and task.

CCSS.NCEX.ELA-Literacy.SL.9-10.5 - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.

CCSS.NCEX.ELA-Literacy.SL.9-10.6 - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

CCSS.NCEX.ELA-Literacy.L.9-10.1 - Demonstrate understandings of Standard English grammar when writing and communicating.
> **CCSS.NCEX.ELA-Literacy.L.9-10.1a** - Use adjectives and adverbs to convey specific meanings and add variety and interest.

CCSS.NCEX.ELA-Literacy.L.9-10.2 - Demonstrate understandings of capitalization, ending punctuation, and spelling when writing.
> **CCSS.NCEX.ELA-Literacy.L.9-10.2a** - Use commas in greetings and closings of letters and other correspondence.
> **CCSS.NCEX.ELA-Literacy.L.9-10.2b** - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
> **CCSS.NCEX.ELA-Literacy.L.9-10.2c** - Spell high frequency words correctly.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.L.9-10.3 - Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening.

CCSS.NCEX.ELA-Literacy.L.9-10.4 - Demonstrate knowledge of new vocabulary drawn from English language arts, math, and science content.

    CCSS.NCEX.ELA-Literacy.L.9-10.4a - Use context to identify which word in an array of content related words is missing from a sentence.

    CCSS.NCEX.ELA-Literacy.L.9-10.4b - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

    CCSS.NCEX.ELA-Literacy.L.9-10.4c - Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.

CCSS.NCEX.ELA-Literacy.L.9-10.5 - Demonstrate understanding of figurative language and words relationships.

    CCSS.NCEX.ELA-Literacy.L.9-10.5a - Interpret simple figures of speech (e.g., It

    CCSS.NCEX.ELA-Literacy.L.9-10.5b - Analyze the meaning of multiple meaning words when encountered while reading or listening.

CCSS.NCEX.ELA-Literacy.L.9-10.6 - Acquire and use general academic and domain-specific words and phrases.

Grade 11 - 12:

Reading Standards for Literature

CCSS.NCEX.ELA-Literacy.RL.11-12.1 - Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).

CCSS.NCEX.ELA-Literacy.RL.11-12.2 - Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.

CCSS.NCEX.ELA-Literacy.RL.11-12.3 - Determine how characters change and develop over the course of the text.

CCSS.NCEX.ELA-Literacy.RL.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms and figures of speech; compare and contrast different word choices and their impact on meaning and tone.

CCSS.NCEX.ELA-Literacy.RL.11-12.5 - Determine how an author

CCSS.NCEX.ELA-Literacy.RL.11-12.6 - Compare and contrast the point of view of the narrator or characters when figurative language is interpreted as intended or literally.

CCSS.NCEX.ELA-Literacy.RL.11-12.7 - Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), comparing and contrasting how each version interprets the source text.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.RL.11-12.9 - Determine explicit understanding of accounts of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature.

CCSS.NCEX.ELA-Literacy.RL.11-12.10 - Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poems for clearly stated purposes (e.g., Read or listen to the text to determine how the sequence influences the meaning; Read or listen to this text to decide how the character changes during the story).

Reading Standards for Informational Text

CCSS.NCEX.ELA-Literacy.RI.11-12.1 - Determine which quotes best demonstrate the explicit meaning or an inference drawn from the text (e.g., teacher provides an inference drawn from the text and student determines one or more quotes that support it).

CCSS.NCEX.ELA-Literacy.RI.11-12.2 - Determine the theme or central idea of a text and select details that show how it is conveyed in the text; recount the text.

CCSS.NCEX.ELA-Literacy.RI.11-12.3 - Analyze specific individuals, ideas, or events and determine how they interact over the course of the text.

CCSS.NCEX.ELA-Literacy.RI.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including common analogies, idioms, and figures of speech; determine how the author uses a key term over the course of a text.

CCSS.NCEX.ELA-Literacy.RI.11-12.5 - Determine how an author

CCSS.NCEX.ELA-Literacy.RI.11-12.6 - Determine an author

CCSS.NCEX.ELA-Literacy.RI.11-12.7 - Analyze information presented in different media or formats (e.g., print, visual, auditory) to answer questions or solve problems.

CCSS.NCEX.ELA-Literacy.RI.11-12.8 - Demonstrate understandings of claims and arguments in works of public advocacy presented in print, video, or recounted formats.

CCSS.NCEX.ELA-Literacy.RI.11-12.9 - Determine the purpose of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights) presented in print, video, audio, or recounted formats.

CCSS.NCEX.ELA-Literacy.RI.11-12.10 - Demonstrate understanding of text while actively engaged in reading or listening to literary non-fiction for clearly stated purposes (e.g., Listen to parts of the President

Writing Standards

CCSS.NCEX.ELA-Literacy.W.11-12.1 - Write* an argument to support a claim that results from studying a topic or reading a text. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)
  CCSS.NCEX.ELA-Literacy.W.11-12.1a - State claim clearly.
  CCSS.NCEX.ELA-Literacy.W.11-12.1b - State one opposing or counterclaim.

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.11-12.1c - Support claim with two reasons or other relevant evidence drawn from the text when appropriate.

CCSS.NCEX.ELA-Literacy.W.11-12.1d - Use complete, simple sentences, as well as simple compound sentences when appropriate.

CCSS.NCEX.ELA-Literacy.W.11-12.1e - Provide a closing or concluding statement.

CCSS.NCEX.ELA-Literacy.W.11-12.2 - Write* informative or explanatory texts that convey ideas, concepts and information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.2a - Write* the topic. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.2b - Use graphics (e.g., photos, drawings) and multimedia when useful to aiding comprehension.

CCSS.NCEX.ELA-Literacy.W.11-12.2c - Develop the topic with three or more facts or relevant details emphasizing those that are most important when appropriate.

CCSS.NCEX.ELA-Literacy.W.11-12.2d - Use domain specific vocabulary.

CCSS.NCEX.ELA-Literacy.W.11-12.2e - Provide a closing or concluding statement.

CCSS.NCEX.ELA-Literacy.W.11-12.3 - Write* narratives about personal or imagined experiences or events. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.3a - Introduce the narrative by stating the problem, situation or event; introduce a narrator or characters.

CCSS.NCEX.ELA-Literacy.W.11-12.3b - Write* about multiple events in a logical sequence using temporal words to signal event order. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.3c - Use dialogue as appropriate.

CCSS.NCEX.ELA-Literacy.W.11-12.3d - Use precise words and phrases to convey details.

CCSS.NCEX.ELA-Literacy.W.11-12.3e - Use complete, simple sentences, as well as simple compound sentences when appropriate.

CCSS.NCEX.ELA-Literacy.W.11-12.3f - Provide a closing.

CCSS.NCEX.ELA-Literacy.W.11-12.4 - Produce writing* that addresses a particular task, purpose, or audience. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.5 - With guidance and support from adults, add more and clarify writing* to strengthen and develop it relative to the purpose or audience. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.6 - Use technology to produce and publish writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.7 - Write* to answer and pose questions or solve a problem based on two or more sources of information. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

North Carolina Extended Content Standards

English Language Arts

CCSS.NCEX.ELA-Literacy.W.11-12.8 - Determine if a source provides information that is important to the topic and select quotes that provide relevant information.

CCSS.NCEX.ELA-Literacy.W.11-12.9 - Write* about information gathered from literary or informational texts. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.9a - Apply 11-12 Extended Reading Standards to literature (e.g., Write* to recount the story.) (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.9b - Apply 11-12 Extended Reading Standards to literary non-fiction (e.g., Write* to describe information provided in the book that was not in the video.). (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.W.11-12.10 - Write* over extended time frames (adding to the same text over multiple sessions or days) and shorter time frames (a single session or a day) for a range of discipline-specific tasks, purposes, and audiences. (* Throughout, writing can include standard w

Speaking and Listening Standards

CCSS.NCEX.ELA-Literacy.SL.11-12.1 - Initiate and participate in communicative exchanges.

CCSS.NCEX.ELA-Literacy.SL.11-12.1a - Come to discussions prepared to share.

CCSS.NCEX.ELA-Literacy.SL.11-12.1b - With guidance and support from communication partners, set goals, follow agreed upon rules for discussions and carry out assigned roles.

CCSS.NCEX.ELA-Literacy.SL.11-12.1c - Pose and respond to questions regarding the reasoning or evidence to support comments.

CCSS.NCEX.ELA-Literacy.SL.11-12.1d - Remain on the topic of the discussion or logically link (e.g., that reminds me of

CCSS.NCEX.ELA-Literacy.SL.11-12.1e - Acknowledge when communication partners offer diverse or contradicting points of view and pose questions to increase understanding of their perspective.

CCSS.NCEX.ELA-Literacy.SL.11-12.2 - Determine whether information presented in diverse media (book, newspaper, video, television, internet) is credible and identify discrepancies.

CCSS.NCEX.ELA-Literacy.SL.11-12.3 - Evaluate the claims made by a speaker and determine whether or not they are credible (e.g., fact or opinion; supported or unsupported).

CCSS.NCEX.ELA-Literacy.SL.11-12.4 - Present findings including relevant descriptions, facts, or details as well as alternative or opposing information, with an organization that supports purpose, audience and task.

CCSS.NCEX.ELA-Literacy.SL.11-12.5 - Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and interest.

CCSS.NCEX.ELA-Literacy.SL.11-12.6 - Communicate precisely (i.e., provide specific and complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.

Language Standards

CCSS.NCEX.ELA-Literacy.L.11-12.1 - Demonstrate understandings of Standard English grammar when

North Carolina Extended Content Standards

English Language Arts

writing and communicating.

CCSS.NCEX.ELA-Literacy.L.11-12.1a - Apply understandings of the need for Standard English in some settings (e.g., writing a letter to advocate for something) but not in others (e.g., writing an e-mail or a text message to a friend).

CCSS.NCEX.ELA-Literacy.L.11-12.1b - Seek support in editing final written products to insure message is conveyed clearly.

CCSS.NCEX.ELA-Literacy.L.11-12.2 - Demonstrate understandings of capitalization, ending punctuation and spelling when writing*. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.L.11-12.2a - Use ending punctuation.

CCSS.NCEX.ELA-Literacy.L.11-12.2b - Capitalize the first word in a sentence and proper nouns.

CCSS.NCEX.ELA-Literacy.L.11-12.2c - Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.

CCSS.NCEX.ELA-Literacy.L.11-12.2d - Spell high frequency words correctly.

CCSS.NCEX.ELA-Literacy.L.11-12.3 - Use knowledge of language to achieve desired meaning when writing* or communicating, and to support comprehension while reading or listening. (* Throughout, writing can include standard writing instruments, computers or alternate writing tools.)

CCSS.NCEX.ELA-Literacy.L.11-12.3a - Vary syntax using a variety of simple and compound sentence structures

CCSS.NCEX.ELA-Literacy.L.11-12.4 - Demonstrate knowledge of words and phrases drawn from English language arts, math, and science content.

CCSS.NCEX.ELA-Literacy.L.11-12.4a - Use context to identify which word in an array of content related words is missing from a sentence.

CCSS.NCEX.ELA-Literacy.L.11-12.4b - Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.

CCSS.NCEX.ELA-Literacy.L.11-12.4c - Use glossaries and beginning dictionaries (print or digital) to clarify the meaning of words and phrases.

CCSS.NCEX.ELA-Literacy.L.11-12.5 - Demonstrate understanding of figurative language and words relationships.

CCSS.NCEX.ELA-Literacy.L.11-12.5a - Interpret simple figures of speech (e.g., It's raining cats and dogs) encountered while reading or listening.

CCSS.NCEX.ELA-Literacy.L.11-12.6 - Analyze the meaning of multiple meaning words when encountered while reading or listening.