Public Schools of North Carolina
State Board of Education | Department of Public Instruction

Occupational Course of Study
English/Language Arts Crosswalk

The following document is to be used by Occupational Course of Study (OCS) teachers and school administrators to prepare for the transition from the current OCS standards to the new 2010 Common Core Standards. This crosswalk document is intended to be used for English I and II. Students who are enrolled in OCS English I and English II will be assessed with the current English I End of Course Test with accommodation as specified in their Individualized Education Program (IEP). In addition, they will participate in an item tryout for the new EXTEND II English II End-of-Course Test aligned to the Common Core.

NC SCoS			Common Core		
Strand	Objective	Text of objective	Strand	Notation	**Anchor Standard** Text of objective	Comments
Express reflections and reactions to print and non-print text and personal experiences.	1.01	Narrate personal experiences that offer an audience:	Writing	W.9-10.3.a	**Text Type & Purposes** Write narratives to develop real or imagined experiences or events using + effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SCoS does not specify structure of narrative. CC provides framework for expectations at beginning, middle, and end. Specificity is new within CC
		• scenes and incidents located effectively in time and place.		W.9-10.3.c	**Text Type & Purposes** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	
		• vivid impressions of being in a setting and a sense of engagement in the events occurring.		W.9-10.3.d	**Text Type & Purposes** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	CC places increased emphasis on precise word choice and elaborative detail to provide reader with picture of entire narrative (experiences, events, setting, and/or characters), not just setting and events as noted in SCoS
		• appreciation for the significance of the account.				Embedded in effective writing

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		• a sense of the narrator's personal voice.	Writing	W.9-10.3.b	**Text Type & Purposes** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	CC provides specific techniques to establish voice
				W.9-10.3.e	**Text Type & Purposes** e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	
	1.02	Respond reflectively (individually and in groups) to a variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses) in a way that offers an audience:				CC does not specify types of expressive texts the way SCoS, also limited reference to personal reaction to a piece of literature.
		• an understanding of the student's personal reaction to the text.	Speaking & Listening	SL.9-10.1.a	**Comprehension & Collaboration** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SCoS specifies what student's should respond to, where as CC expectation is broader in that students are expected to communicate about their responses to any type of text.
		• a sense of how the reaction results from a careful consideration of the text.				CC requires text evidence to be explicit in response, in SCOS text evidence could have been inferential in response.

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		• an awareness of how personal and cultural influences affect the response.	Reading Literature	RL.9-10.6	**Craft & Structure** / Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	CC requires the how and why of point of view or world experiences from within a work of literature where the SCoS asks students to recognize cultural influence within their own writing.
	1.03	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:	Reading Literature	RL.9-10.10	**Range of Reading & Level of Text Complexity** / By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range	See appendix for text complexity explanation
		• selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.				
		• identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text	Reading Literature	RL.9-10.5	**Craft & Structure** / Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	CC provides more specific explanations
		• providing textual evidence to support understanding of and reader's response to text.		RL.9-10.1	**Key Ideas & Details** / Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CC focuses on analysis of text, SCoS focuses more on reader response
		• demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text.		RL.9-10.2	**Key Ideas & Details** / Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC provides more specific explanation on elements of analysis

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		• making inferences, predicting, and drawing conclusions based on text.	Reading Literature	RL.9-10.1	**Key Ideas & Details** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Making inferences is included in CC, explicit instruction on predicting and drawing conclusions has been moved to earlier grades
		• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases		RL.9-10.6	**Craft & Structure** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	
		• making connections between works, self and related topics.				
		• analyzing and evaluating the effects of author's craft and style.	Reading Literature	RL.9-10.5	**Craft & Structure** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	CC requires analyzing (how and why) authors use of text's structures (events, setting, mood, etc.) to create effects within works
				RL.9-10.7	**Integration of Knowledge & Ideas** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	CC requires comparing two mediums (book verses movie) texts to discover what is emphasized or absent ;SCoS requires analyzing effects of authors craft
				RL.9-10.9	**Integration of Knowledge & Ideas** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	CC requires analyzing (how and why) authors' use of other author's sources within their own works; SCoS requires analyzing author's craft
		• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.				

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		• identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.				
explain meaning, describe processes, and answer research questions to inform an audience	2.01	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus, by:	Reading Informational	RI.9.10	**Range of Reading & Level of Text Complexity** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	CC's Introduction and Appendices provide clarity of text complexity
		• selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose.				
		• identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text	Reading Informational	RI.9-10.5	**Craft & Structure** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	CC requires the how and why from the author developed and specified the ideas and claims throughout the text
		• providing textual evidence to support understanding of and reader's response to text.		RI.9-10.1	**Key Ideas & Details** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CC requires citing sources
		• demonstrating comprehension of main idea and supporting details. • summarizing key events and/or points from text.		RI.9-10.2	**Key Ideas & Details** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	

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		• making inferences, predicting, and drawing conclusions based on text.		RI.9-10.1	**Key Ideas & Details** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Making inferences is included in CC, explicit instruction on predicting and drawing conclusions has been moved to earlier grades
		• identifying and analyzing personal, social, historical or cultural influences, contexts, or biases				
		• making connections between works, self and related topics.				
		• analyzing and evaluating the effects of author's craft and style.	Reading Informational	RI.9-10.3	**Key Ideas & Details** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC provides more specific explanations ; how and why the author's ordered ideas and/or events throughout the text (introduction to conclusions), and what connections are made between ideas and /or events
				RI.9-10.5	**Craft & Structure** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	CC provides more specific explanations; how and why the author's ideas and /or claims are specifically elaborated throughout text
				RI.9-10.6	**Craft & Structure** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	CC provides more specific explanations; author's point of view within text; how and why author's discussion advances that point of view or purpose

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		• analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences.	Reading Informational	RI.9-10.3	**Key Ideas & Details** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	CC provides more specific explanations; summarize the text
		• identifying and analyzing elements of expressive environment found in text in light of purpose, audience, and context.				
	2.02	Explain commonly used terms and concepts by:	Language	L.9-10.6	**Vocabulary Acquisition and Use** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC requires vocabulary development across all content areas through reading, writing, speaking, and listening
		• clearly stating the subject to be defined				
		• classifying the terms and identifying distinguishing characteristics				

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		• organizing ideas and details effectively	Writing	W.9-10.2	**Production & Distribution** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	CC requires the use of informative and explanatory texts
					a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	CC requires the identification of and use of organizational structures of texts
					c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	CC requires the use of transitions
					f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	CC requires a concluding section to all texts
		• Using description, comparison, figurative language, and other appropriate strategies purposefully to elaborate ideas.		W.9-10.2.d	**Production & Distribution** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	CC requires the writing of information and explanatory texts to involve complex ideas, concepts and information
		• Demonstrating a clear sense of audience and purpose		W.9-10.4	**Production & Distribution** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	

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	2.03	Instruct an audience in how to perform specific operations or procedures by: • considering the audience's degree of knowledge or understanding. • providing complete and accurate information.				No direct alignment in CC to creation of set of instruction/how-to presentation/product
		• using visuals and media to make presentations/products effective. • using layout and design elements to enhance presentation/product.	Speaking & Listening	SL.9-10.5	**Presentation of Knowledge & Ideas** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
	2.04	Form and refine a question for investigation, using a topic of personal choice, and answer that question by:	Writing	W.9-10.7	**Research to Build and Present Knowledge** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	CC requires providing the opportunity to create various length writings (research projects – based on question or problem); use multiple sources; gather information from sources to develop writing to answer question or solve problem
		• deciding upon and using appropriate methods such as interviews with experts, observations, finding print and non-print sources, and using interactive technology or media.	Speaking & Listening	SL.9-10.2	**Comprehension & Collaboration** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	CC expects students to evaluate sources for credibility and accountability

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		• prioritizing and organizing the information.	Writing	W.9-10.8	**Research to Build and Present Knowledge** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	CC more specific: requires student to incorporate sources and materials into presentation effectively and appropriately
		• incorporating effective media and technology to inform or explain.	Speaking & Listening	SL.9-10.5	**Presentation of Knowledge & Ideas** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	CC requires the use of 21st century devices within presentations
		• reporting (in written and/or presentational form) the research in an appropriate form for a specified audience.		SL.9-10.4	**Comprehension & Collaboration** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	This CC objective is designed as a presentation piece, written report standards see W.9-10.2

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					Text of objective	
			Writing	W.9-10.5	**Production & Distribution of Writing**	Delineates the writing process, which aligns to SCoS only in reference to modifying materials for an audience.
					Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
				W.9-10.6	**Production & Distribution**	CC requires the linking of resources within project to technology in presentation
					Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Examine argumentation and develop informed opinions	3.01	Study argument by: • examining relevant reasons and evidence.	Reading Informational	RI.9-10.8	**Integration of Knowledge and Ideas**	CC requires students to make a judgment about the validity of an argument and associate line of reasoning
					Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
		• noting the progression of ideas that substantiate the proposal		RI.9-10.5	**Craft & Structure**	CC requires the how and why from the author developed and specified the ideas and claims throughout the text
					Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
		• analyzing style, tone, and use of language for a particular effect.		RI.9-10.4	**Craft & Structure**	
					Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	

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	3.02	• identifying and analyzing personal, social, historical, or cultural influences contexts, or biases.	Speaking & Listening	SL.9-10.3	**Comprehension & Collaboration** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Detection of bias or influence embedded in CC
		• identifying and analyzing rhetorical strategies that support proposals.				
		Express an informed opinion that: • states clearly a personal view.	Writing	W.9-10.1	**Text Types & Purposes** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CC outlines a specific framework for creating an argument, where SCoS is broader in its expectations
					a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	CC requires students to respond to anticipated counter arguments where SCoS says to only state their own opinions CC requires an introduction to writing an argumentative text
		• is logical and coherent.			b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	CC takes into account the author's awareness of audience
					c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	CC identifies the parts of argument text
					e. Provide a concluding statement or section that follows from and supports the argument presented.	CC requires an conclusion to writing an argrmentative text
					d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SCoS does not mention formal tone of informational writing; conventions outlined in goal 6 of SCoS

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		• engages the reader's interest or curiosity.	Speaking & Listening	SL.9-10.4	**Comprehension & Collaboration** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Emphasis not on engagement per se but ensuring that writing is appropriate to audience, purpose, and task.
	3.03	Support that informed opinion by:				
		• providing relevant and convincing reasons.	Writing	W.9-10.1.b	**Text Types & Purposes** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 　　b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
		• using various types of evidence, such as experience or facts.				Not with specific reference to argument creation
		• using appropriate and effective language, reasons, and organizational structure for the audience and purpose.	Writing	W.9-10.1.b	**Text Types & Purposes** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 　　c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	

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					Text of objective	
		• demonstrating awareness of the possible questions, concerns, or counterarguments of the audience.	Writing	W.9-10.1	**Text Types & Purposes** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CC requirement for recognizing and addressing counter arguments is more specific
					a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	
					b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
	3.04	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts appropriate to grade level and course literary focus, by:[*]	This set of objectives was addressed within the comparison of NCSCoS 2.01 to the Common Core. The NCSCoS addresses reading standards by genre therefore the breakdown of each objective is the same except for the *type* of text the standards are being applie. The Common Core addresses the entire set of reading standards within two categories, literature and informational text. For the purposes of this document, subsequent occurrences of repeated objectives were omitted. For a comparison of the objective bullet by bullet please refer to 1.03 for literature-based texts and 2.01 for informational texts				
Create & Use standards to	4.01	Evaluate the effectiveness of communication by:	Speaking & Listening	SL.9-10.3	**Comprehension & Collaboration** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
		• examining the use of strategies in a presentation/product.				

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[*] For entire objective, including bulleted breakdown of standard, please see NCSCoS 2004 English I

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		• applying a set of predetermined standards.				
		• creating an additional set of standards and applying them to the presentation/product.				
		• comparing effective strategies used in different presentations/products.		SL.9-10.2	**Comprehension & Collaboration** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	CC requires used of various media and explanation of its contribution to the understanding of topic
			Speaking & Listening	SL.9-10.1	**Comprehension & Collaboration** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	CC requires group collaboration
					b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	
					c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
					d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections	

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					in light of the evidence and reasoning presented.	
	4.02	Read and critique various genres by:				Specific genre studies not included in Common Core. Understanding of genre's is embedded in text's used to teach Common Core, not a standard itself.
		• using preparation, engagement, and reflection strategies appropriate for the text.				
		• identifying and using standards to evaluate aspects of the work or the work as a whole.				
		• judging the impact of different stylistic and literary devices on the work.	Reading Informational	RI.9-10.7	**Integration of Knowledge & Ideas** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
			Reading Literature	RL.9-10.7	**Integration of Knowledge & Ideas** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	

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	4.03	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print critical texts appropriate to grade level and course literary focus, by:[*]			This set of objectives was addressed within the comparison of NCSCoS 2.01 to the Common Core. The NCSCoS addresses reading standards by genre therefore the breakdown of each objective is the same except for the *type* of text the standards are being applied to. The Common Core addresses the entire set of reading standards within two categories, literature and informational text. For the purposes of this document, subsequent occurrences of repeated objectives were omitted. For a comparison of the objective bullet by bullet please refer to 1.03 for literature-based texts and 2.01 for informational texts	
Demonstrate understanding of various literary genres, concepts, elements,	5.01	Read and analyze various literary works by:				
		• using effective reading strategies for preparation, engagement, reflection.				
		• recognizing and analyzing the				
		characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy).				

[*]For entire objective, including bulleted breakdown of standard, please see NCSCoS 2004 English I

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		• interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery.	Reading Literature	RL.9-10.4	**Craft & Structure** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
		• understanding the importance of tone, mood, diction, and style.	Reading Literature	RL.9-10.4	**Craft & Structure** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
		• explaining and interpreting archetypal characters, themes, settings.				SEE RL.9-10.3
		• explaining how point of view is developed and its effect on literary texts.				Point of view in CC is discussed in reference to author's point of view, not necessarily point of view of characters/narrators in the text.
		• determining a character's traits from his/her actions, speech, appearance, or what others say about him or her.	Reading Literature	RL.9-10..3	**Key Ideas & Details** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
		• explaining how the writer creates character, setting, motif, theme, and other elements.				

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		• making thematic connections among literary texts and media and contemporary issues.	Reading Informational	RI.9-10.9	**Integration of Knowledge & Ideas** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Requires analysis of historical documents, not explicitly contemporary issues noted in SCOS. Both require understanding of themes and concepts present in documents
		• understanding the importance of cultural and historical impact on literary texts.				
		• producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.				
	5.02	Demonstrating increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of genres.				
	5.03	Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print <u>literary</u> texts appropriate to grade level and course literary focus, by: *	This set of objectives was addressed within the comparison of NCSCoS 1.03 to the Common Core. The NCSCoS addresses reading standards by genre therefore the breakdown of each objective is the same except for the _type_ of text the standards are being applied to. The Common Core addresses the entire set of reading standards within two categories, literature and informational text. For the purposes of this document, subsequent occurrences of repeated objectives were omitted. For a comparison of the objective bullet by bullet please refer to 1.03 for literature-based texts and 2.01 for informational texts			
Apply conventions of grammar and	6.01	Demonstrate an understanding of conventional written and spoken expression that:	Language	SL.9-10.6	**Presentation of Knowledge & Ideas** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	CC requires the adaptability of speech to meet the needs of situation and tasks

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* For entire objective, including bulleted breakdown of standard, please see NCSCoS 2004 English I

NC SCoS			Common Core			
Strand	Objective	Text of objective	Strand	Notation	**Anchor Standard** Text of objective	Comments
				L.9-10.1	**Conventions of Standard English** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CC commands the use of grammar, usages, and mechanics
		• uses varying sentence types (e.g., simple, compound, complex, compound-complex) purposefully, correctly, and for specific effect.		L.9-10.1.b	**Conventions of Standard English** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Suggested examples are specific within CC
		• selects verb tense to show an appropriate sense of time.				
		• applies parts of speech to clarify and edit language.				
		• addresses clarity and style through such strategies as parallelism; appropriate coordination and subordination; variety and details; appropriate and exact words; and conciseness.	Language	L.9-10.1.a	**Conventions of Standard English** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*	
		• analyzes the place and role of dialects and standard/nonstandard English.		L.9-10.3	**Knowledge of Language** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Issue of nonstandard English dealt with directly in grade 6 Common Core: L.6.1.e

NC SCoS			Common Core			
Strand	Objective	Text of objective	Strand	Notation	**Anchor Standard** Text of objective	Comments
		• uses vocabulary strategies such as roots and affixes, word maps, and context clues to discern the meanings of words.		L.9-10.4.a	**Vocabulary Acquisition & Use** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. 　a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Explicit mention of instruction on roots and affixes has moved to earlier grades. Students should continue to use strategies with advanced vocabulary. Alignment to CC is centered on use of context to determine meaning
	6.02	Discern and correct errors in spoken and written English by:		L.9-10.2	**Conventions of Standard English** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		• avoiding fragments, run-ons, and comma splices.				Skill to be maintained, instruction occurred in grade 4. CCL.4.1.f
		• selecting correct subject-verb agreement, consistent verb tense, and appropriate verbs.				Skill to be maintained, instruction occurred in grade 5. CC L.5.1.d
		• using and placing modifiers correctly.				Skill to be maintained, instruction occurred in grade 7. CC L.7.1.c
		• editing for spelling and mechanics (punctuation and capitalization).	Language	L.9-10.2.c	**Conventions of Standard English** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　c. spell correctly	

NC SCoS			Common Core		
Strand	Objective	Text of objective	Strand	Notation	**Anchor Standard** Text of objective	Comments

NC SCoS Strand	Objective	Text of objective	Strand	Notation	Common Core Anchor Standard / Text of objective	Comments
				L.9-10.2	**Knowledge of Language** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Specificity within CC
					a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Specificity within CC
					b. Use a colon to introduce a list or quotation.	SCoS instructed at earlier grades
				L.9-10.3	**Knowledge of Language** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
					a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	Specificity new within CC
				L.9-10.4	**Vocabulary Acquisition & Use** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.	Read CC's Introduction and Appendices for information regarding - *grades 9-10 reading and content*
					b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	Specificity within CC
					c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, or its etymology.	SCoS instructed at earlier grade

NC SCoS			Common Core			
Strand	Objective	Text of objective	Strand	Notation	**Anchor Standard** Text of objective	Comments
					d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Specificity within CC
				L.9-10.5	**Vocabulary Acquisition & Use** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Specificity within CC; in SCoS 6.01
					a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	More critical thinking in CC
					b. Analyze nuances in the meaning of words with similar denotations.	Higher Level of thinking skills in CC needed to accomplish

		Common Core not addressed in NCSCoS	
Strand	CC Notation	**Anchor Standard** Text of objective	Comments
Writing	W.9-10.9	**Research to Build and Present Knowledge** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	Specificity within CC
		b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Specificity within CC
	W.9-10.10	**Range of Writing** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Specificity within CC