Process, Change, and Tools
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Agenda

• Revision Process

• ELA & Math: Changes to the Standards

• Tools for Teachers
Extended Content Standard Revisions

ELA & Mathematics

Revision Process

Completed Steps:
1. Established a writing team and developed drafts of proposed changes.
2. Reviewed data, research, and changes to SCOS Standards.
3. Submitted draft for public review and input.
4. Revised draft as necessary.
5. Submitted to State Board of Education for discussion and approval.
6. In the process of conducting professional development for teachers and administrators.

The language within the standards was simplified.
Previous RL4.1: Identify details or examples in a text that explain what the text says explicitly.

New RL4.1: Use details from the text to recount what the text says.

Many of the standards with multiple parts were rewritten with fewer parts to make the expectations clear and concise.

New K.CC.4: Demonstrate one-to-one correspondence by pairing one object with one and only one number and each name with only one object.

Previous K.CC.4: Understand the relationship between numbers and quantities (0-10); connect counting to cardinality.
Examples removed

Standards integrated

Foundational Skills

Handwriting (producing writing) has been added

Writing

Reduced to 6 Standards (all expectations to be met within the context of writing)
Language Standards 1 and 2 now have clarification on charts at the end of the Standards document. They show the continuum across grade bands.

### Language Standard 1 Grammar Continuum

<table>
<thead>
<tr>
<th>Skill</th>
<th>K-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>Use frequently occurring nouns in writing or communication</td>
<td>Use common nouns (mom, dad, boy, girl) in writing or communication</td>
<td>Combine common nouns with verbs.</td>
<td>Use a wide range of nouns in writing or communication.</td>
<td>Use nouns that are appropriate to the context.</td>
</tr>
<tr>
<td>Verbs</td>
<td>Use familiar, frequently occurring verbs in writing or communication.</td>
<td>Use a range of verbs in writing or communication.</td>
<td>Use regular past tense verbs.</td>
<td>Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, told) in writing and communication.</td>
<td>Form and use the simple verb tenses (e.g., I walked, I walk, I will walk) in writing and communication.</td>
</tr>
</tbody>
</table>

This is a partial listing. Refer to the standards document for the full continuum.

### Language Standard 2 Conventions Continuum

<table>
<thead>
<tr>
<th>Skill</th>
<th>K-1</th>
<th>2-3</th>
<th>4-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalization</td>
<td>Capitalize the first letter of own name.</td>
<td>Capitalize proper nouns.</td>
<td>Use capitalization when writing a sentence or question.</td>
<td>Use capitalization when writing proper nouns, sentences, or questions.</td>
<td>Use capitalization when writing proper nouns, sentences, or questions.</td>
</tr>
<tr>
<td>Punctuation</td>
<td>With guidance and support during shared writing, put a period at the end of a sentence.</td>
<td>During shared writing, indicate the need to add a period at the end of a sentence.</td>
<td>Use question marks at the end of written questions during shared writing activities.</td>
<td>Use end punctuation when writing a sentence or question.</td>
<td>Use a comma and conjunction to combine two simple sentences.</td>
</tr>
</tbody>
</table>

This is a partial listing. Refer to the standards document for the full continuum.
Mathematics

Numbers are taught in context

K-3 removed expressive language demands such as “Describe”

Decreased the language demands across for all grades
8th Grade *The Number Systems* and *Functions* have been added

**Crosswalks**

**Activity**

Extended Content Standard Expectations
Tools for Teachers

ELA and Mathematics

LiveBinder
http://www.livebinders.com/play/play?id=409093

Extended Content Standards

All of the 2017 Extended Content Standards can be opened and/or downloaded from the site on the right.
Exemplar Text Supports
http://dynamiclearningmaps.org/familiar-texts-im

Exemplar Text Supports Grade Band 3-5

To add a biography by Harper Lee

To add a descriptive by Anne McCaffrey

To add a poem by Mark Twain

To add a picture

To add a map

Exemplar Text Supports Grade Band 6-8

To add a biography by Harper Lee

To add an informational by Henry Ford

To add an expository by Mark Twain

To add a narrative by J.K. Rowling

To add a review by2

To add a sequence of events

Exemplar Text Supports Grade Band 9-10

To add a memoir by Harper Lee

To add a descriptive by Anne McCaffrey

To add a poem by Mark Twain

To add a picture

To add a map

SHARED READING VIGNETTES
https://www.dlmpd.com/instructional-resources/

- 4th Grade Shared Reading Vignette - The Birch
  - "Wild Child"
- 5th Grade Shared Reading Vignette - The Secret Garden
  - "Fairy Tale"
- 6th Grade Shared Reading Vignette - The Secret Garden
  - "Fairy Tale"
- 7th Grade Shared Reading Vignette - Matchett
  - "Mouse"
- 8th Grade Shared Reading Vignette - The Secret Garden
  - "Fairy Tale"
- 9th Grade Shared Reading Vignette - The Secret Garden
  - "Fairy Tale"

Pinterest Boards

DLM: Compose and Decompose Numbers

DLM: Data Analysis and Probability

DLM: Fractions
https://www.pinterest.com/cgreer7/dlm-fractions/

DLM: Functions
https://www.pinterest.com/cgreer7/dlm-functions/
NC Extended Content Standards
Department of Public Instruction

DLM: Geometry
https://www.pinterest.com/cgreer7/dlm-geometry/

DLM Math: Instructional Practice

DLM Math: Measurement
https://www.pinterest.com/cgreer7/dlm-measurement/

DLM Math: Number Sense
https://www.pinterest.com/cgreer7/dlm-number-sense/

DLM Math: Operations
https://www.pinterest.com/cgreer7/dlm-operations/

DLM Math: Patterning and Algebra

Facebook

Ongoing Instructional Support
PBS Learning Media

Project Core
http://www.project-core.com

Modules
- ELA Instructional Implications
- Mathematics Instructional Implications
- Universal Design for Learning and Students with Significant Cognitive Disabilities
THANK YOU!

For any additional information or questions, please contact:

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