

This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

## **Kindergarten**

### **Crosswalk: English Language Arts and Reading (ELAR)**

- **Common Core State Standards (CCSS, 2010) and**
- **North Carolina Standard Course of Study (NCSCOS, 2004)**

### **Overview**

North Carolina students have the opportunity to benefit from standards that were developed using the most effective academic standards from across the country and around the world. These standards are aligned with college and work ready expectations, include rigorous content *and* application of knowledge through higher order thinking skills, are internationally benchmarked, and are evidence and/or research-based. Rooted in the criteria of “fewer, clearer, higher,” the Common Core State Standards (CCSS, 2010) reflect a strong belief that fewer core standards allow a deeper focus on essential knowledge and skills, that clearer standards can be implemented with rigor and instructional creativity, and that higher standards help all students to learn deeper content knowledge and acquire meaningful authentic skills needed to achieve in a 21<sup>st</sup> century global society.

The College and Career Readiness (CCR) standards anchor the CCSS and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCSS set grade-level English Language Arts (ELA) requirements for grades K-8 and grade bands for 9-10 and 11-12. The expectations are organized into the strands of Reading, Writing, Speaking/Listening, and Language.

The Reading standards establish a staircase of increasing complexity in what students must be able to read and comprehend in order to meet the demands of college and career level texts. The Writing standards promote writing throughout the grade levels by fostering the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. The Speaking and Listening standards require that students be able to gain, evaluate, and present increasingly complex information, ideas, and evidence. The Language standards include vocabulary and convention standards. Although Language standards are identified in a separate

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strand, they should not be taught, learned, and implemented in isolation but should be used and developed throughout reading, writing, speaking, and listening.

This crosswalk reflects a comparison between the Common Core State Standards (CCSS, 2010) for English Language Arts (ELA) and the North Carolina Standard Course of Study (NCSCOS, 2004) for English/Language Arts (ELA). It is designed as a resource to inform educators about how the current North Carolina ELA standards align with the CCSS ELAR standards.

[www.corestandards.org](http://www.corestandards.org)

<http://www.gatesfoundation.org/learning/Pages/2010-fewer-clearer-standards.aspx>

<http://www.achieve.org/files/AchievingCCSS-ELAFINAL.pdf>



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| Common Core State Standards (CCSS, 2010) |                       | NC Standard Course of Study (NCSCOS, 2004)   |   |   |
|--|-----------------------|--|---|---|
| Strand                                   | Cluster               | Standard   | Objective   |   |
|  |                       |  | Comments  |   |
| Reading Standards for Literature         | Key Ideas and Details | 1. With prompting and support, ask and answer questions about key details in a text.       | <p>2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).</p> <p>2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p> | Common Core State Standard (CCSS) is more specific and includes prompting and support.                        |
|  |                       | 2. With prompting and support, retell familiar stories, including key details.             | 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).  | CCSS asks students to retell with prompting and support.  |
|  |                       | 3. With prompting and support, identify characters, settings, and major events in a story. | 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).  | CCSS asks students to identify story elements with prompting and support with regards to the text as a whole. |



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|--|----------------------------|---|--|--------------------------|
| Strand                                   | Cluster                    | Standard  | Objective  |                          |
|  |                            |   | Comments   |                          |
| <b>Reading Standards for Literature</b>  | <b>Craft and Structure</b> | 4. Ask and answer questions about unknown words in a text.  |  | New expectation in CCSS. |
|  |                            | 5. Recognize common types of texts (e.g., storybooks, poems).   | 2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories). |                          |
|  |                            | 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. |  | New expectation in CCSS. |



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|--|------------------------------------|---|--|--|
| Strand                                   | Cluster                            | Standard  | Objective  | Comments   |
| Reading Standards for Literature         | Integration of Knowledge and Ideas | 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). | 3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> <li>discussing, illustrating, and dramatizing stories.</li> <li>discovering relationships.</li> </ul> | In CCSS, students are not asked to illustrate text but recognize the relationship between the two.           |
|  |                                    | 8. (Not applicable to literature)   |  |  |
|  |                                    | 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.   | 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).   | CCSS encourages more rigorous engagement by asking students to compare and contrast characters' experiences. |



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|--|---|---|--|-------------------------------|
| Strand                                   | Cluster                                       | Standard  | Objective  | Comments                      |
| Reading Standards for Literature         | Range of Reading and Level of Text Complexity | 10. Actively engage in group reading activities with purpose and understanding. | 1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level. | CCSS specifies group reading. |
|  |   |   |  |                               |



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|--|-----------------------|--|--|--|
| Strand                                   | Cluster               | Standard   | Objective  |  |
| Reading Standards for Informational Text | Key Ideas and Details | 1. With prompting and support, ask and answer questions about key details in a text.   | 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).<br><br>2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories). | CCSS is more specific and includes prompting and support.          |
|  |                       | 2. With prompting and support, identify the main topic and retell key details of a text.   |  | In CCSS, informational text is specified. New expectation in CCSS. |
|  |                       | 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | 3.02 Discuss concepts and information in a text to clarify and extend knowledge.   | CCSS is more rigorous and includes prompting and support.          |



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|--|---------------------|--|--|---|
| Strand                                   | Cluster             | Standard   | Objective  |   |
|  |                     |  | Comments   |   |
| Reading Standards for Informational Text | Craft and Structure | 4. With prompting and support, ask and answer questions about unknown words in a text.                                     |  | New expectation in CCSS.  |
|  |                     | 5. Identify the front cover, back cover, and title page of a book.   | 1.01 Develop book and print awareness: <ul style="list-style-type: none"> <li>identify the parts of books and function of each part.</li> </ul>                  |   |
|  |                     | 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 1.01 Develop book and print awareness: <ul style="list-style-type: none"> <li>identify the title, name of the author and the name of the illustrator.</li> </ul> | CCSS requires students not only to identify the author and illustrator, but also their roles. |





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|--|------------------------------------|--|-----------|--------------------------|
| Strand                                   | Cluster                            | Standard   | Objective |                          |
|  |                                    |  | Comments  |                          |
| Reading Standards for Informational Text | Integration of Knowledge and Ideas | 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). |           | New expectation in CCSS. |
|  |                                    | 8. With prompting and support, identify the reasons an author gives to support points in a text.   |           | New expectation in CCSS. |
|  |                                    | 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).                         |           | New expectation in CCSS. |



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|--|---|---|--|
| Strand                                   | Cluster                                       | Standard  | Objective  |
| Reading Standards for Informational Text | Range of Reading and Level of Text Complexity | 10. Actively engage in group reading activities with purpose and understanding. | 1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level. |
|  |   |   |  |
|  |   |   | Comments   |
|  |   |   | CCSS specifies group reading.  |



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|--|----------------|---|---|
| Strand                                   | Cluster        | Standard  | Objective   |
| Reading Standards: Foundational Skills   | Print Concepts | 1. Demonstrate understanding of the organization and basic features of print.   | 1.01 Develop book and print awareness:  |
|  |                | a. Follow words from left to right, top to bottom, and page by page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print.<br>d. Recognize and name all upper- and lowercase letters of the alphabet. | <ul style="list-style-type: none"> <li>demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.</li> <li>demonstrate an understanding of letters, words, sentence and story.</li> </ul> 1.03 Demonstrate decoding and word recognition strategies and skills: <ul style="list-style-type: none"> <li>recognize and name upper and lower case letters of the alphabet.</li> </ul> |
|  |                |   | Comments  |



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|--|------------------------|---|--|
| Strand                                   | Cluster                | Standard  | Objective  |
| Reading Standards: Foundational          | Phonological Awareness | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   | 1.02 Develop phonemic awareness and knowledge of alphabetic principle:   |
|  |                        | <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> <li>• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</li> </ul> |
|  |                        |   | 1.03 Demonstrate decoding and word recognition strategies and skills:  |
|  |                        |   | <ul style="list-style-type: none"> <li>• recognize most beginning consonant letter-sound associations in one syllable words.</li> </ul>  |
|  |                        |   | Comments   |



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| Strand                                   | Cluster                      | Standard  | Objective   |   |
|  |                              |   | Comments  |   |
| Reading Standards: Foundational Skills   | Phonics and Word Recognition | 3. Know and apply grade-level phonics and word analysis skills in decoding words.   | 1.02 Develop phonemic awareness and knowledge of alphabetic principle:  | ? |
|  |                              | <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> | <ul style="list-style-type: none"> <li>• demonstrate understanding that spoken language is a sequence of identifiable speech sounds.</li> <li>• demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.</li> <li>• demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).</li> </ul> <p>1.03 Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> <li>• recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.</li> <li>• recognize most beginning consonant letter-sound associations in one syllable words.</li> </ul> <p>1.04 Read or begin to read:</p> <ul style="list-style-type: none"> <li>• read or attempt to read own dictated story.</li> <li>• attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</li> </ul> <p>1.05 Interact for at least 10 minutes daily with self-</p> |   |



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|--|---------|--|--|----------|
| Strand                                   | Cluster | Standard                                   | Objective  | Comments |
|  |         |  | selected texts that are consistent with the student's independent reading level. |          |



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|--|---------|---|---|----------|
| Strand                                   | Cluster | Standard  | Objective   |          |
| Reading Standards: Foundational Skills   | Fluency | 4. Read emergent-reader texts with purpose and understanding. | 1.04 Read or begin to read: <ul style="list-style-type: none"> <li>attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.</li> </ul> | Comments |
|  |         |   |   |          |



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|--|-------------------------|---|---|--|
| Strand                                   | Cluster                 | Standard  | Objective   | Comments   |
| Writing Standards                        | Text Types and Purposes | 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | 4.04 Maintain conversation and discussions: <ul style="list-style-type: none"> <li>taking turns expressing ideas and asking questions.</li> </ul>   | CCSS includes drawing, dictating and writing in order to express an opinion. |
|  |                         | 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  | 4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).<br><br>4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.   | CCSS specifies informational writing.  |
|  |                         | 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.   | 2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting).<br><br>4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).<br><br>4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences. | CCSS specifies narrative writing.  |



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|--|--|---|---|
| Strand                                   | Cluster                                | Standard  | Objective   |
|  |  |   | Comments  |
| Writing Standards                        | Production and Distribution of Writing | 4. (Begins in grade 3)  |   |
|  |  | 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.          | New expectation in CCSS. CCSS introduces the revision process for composing.                      |
|  |  | 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | New expectation in CCSS. Technology is introduced as part of the writing process in kindergarten. |

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|--|---|---|--|--|
| Strand                                   | Cluster                                 | Standard  | Objective  | Comments   |
| Writing Standards                        | Research to Build and Present Knowledge | 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).  |  | New expectation in CCSS. Students are asked to conduct short as well as more sustained research projects based on focused questions. |
|  |   | 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 3.01 Connect information and events in text to experience. | Students are asked to gather relevant information from multiple sources for a purpose.   |
|  |   | 9. (Begins in grade 4)  |  |  |

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|--|------------------|--|-----------|----------|
| Strand                                   | Cluster          | Standard                                   | Objective | Comments |
| Writing Standards                        | Range of Writing | 10. (Begins in grade 3)                    |           |          |



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|--|---------------------------------|---|---|----------|
| Strand                                   | Cluster                         | Standard  | Objective   | Comments |
| Speaking and Listening Standards         | Comprehension and Collaboration | 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.<br>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).<br>b. Continue a conversation through multiple exchanges. | 4.04 Maintain conversation and discussions: <ul style="list-style-type: none"> <li>attending to oral presentations.</li> <li>taking turns expressing ideas and asking questions.</li> </ul>   |          |
|  |                                 | 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.   | 3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> <li>listening to and re-visiting stories.</li> <li>discussing, illustrating, and dramatizing stories.</li> <li>discovering relationships.</li> </ul> |          |



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|--|---------|--|-----------|--------------------------|
| Strand                                   | Cluster | Standard   | Objective | Comments                 |
|  |         | 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |           | New expectation in CCSS. |



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|--|-------------------------------------|---|--|---|
| Strand                                   | Cluster                             | Standard  | Objective  | Comments  |
| Speaking and Listening Standards         | Presentation of Knowledge and Ideas | 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.                   | CCSS is more specific and includes prompting and support. |
|  |                                     | 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.                   | 3.04 Use speaking and listening skills and media to connect experiences and text: <ul style="list-style-type: none"> <li>discussing, illustrating, and dramatizing stories.</li> </ul> |   |
|  |                                     | 6. Speak audibly and express thoughts, feelings, and ideas clearly.   | 4.04 Maintain conversation and discussions: <ul style="list-style-type: none"> <li>taking turns expressing ideas and asking questions.</li> </ul>                                      |   |



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|--|---------------------------------|--|---|--|
| Strand                                   | Cluster                         | Standard   | Objective   |  |
| Language Standards                       | Conventions of Standard English | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Print many upper- and lowercase letters.</li> <li>Use frequently occurring nouns and verbs.</li> <li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>Produce and expand complete sentences in shared language activities.</li> </ol> | 5.01 Develop spelling strategies and skills by: <ul style="list-style-type: none"> <li>writing most letters of the alphabet.</li> </ul>   | CCSS is very specific with regards to demonstrating the command of the conventions of standard English, grammar and usage. |
|  |                                 | 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically,</li> </ol>   | 5.01 Develop spelling strategies and skills by: <ul style="list-style-type: none"> <li>representing spoken language with temporary and/or conventional spelling.</li> <li>writing most letters of the alphabet.</li> <li>analyzing sounds in a word and writing dominant consonant letters.</li> </ul> 5.02 Use capital letters to write the word I and the first letter in own name. | CCSS is more specific in applying conventions.   |



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|--|---------|---|--|----------|
| Strand                                   | Cluster | Standard  | Objective                                | Comments |
|  |         | drawing on knowledge of sound-letter relationships. | 5.03 Use legible manuscript handwriting. |          |





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|--|-----------------------|--|-----------|----------|
| Strand                                   | Cluster               | Standard                                   | Objective | Comments |
| Language Standards                       | Knowledge of Language | 3. (Begins in grade 2)                     |           |          |



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|--|--------------------------------|---|--|---|
| Strand                                   | Cluster                        | Standard  | Objective  |   |
| Language Standards                       | Vocabulary Acquisition and Use | <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>   | <p>4.02 Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences).</p> | <p>CCSS encourages more rigorous understanding of vocabulary acquisition.</p>   |
|  |                                | <p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among</p> |  | <p>New expectation in CCSS. CCSS requires students to demonstrate and understand word relationships and nuances in word meanings.</p> |



This document is designed to help North Carolina educators teach the Common Core. NCDPI staff are continually updating and improving these tools to better serve teachers.

| Common Core State Standards (CCSS, 2010) |         | NC Standard Course of Study (NCSCOS, 2004)  |  |          |
|--|---------|---|--|----------|
| Strand                                   | Cluster | Standard  | Objective  | Comments |
|  |         | verbs describing the same general action (e.g., <i>walk, march, strut, prance</i> ) by acting out the meanings. |  |          |
|  |         | 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.    | 4.01 Use new vocabulary in own speech and writing. |          |