



**Ohio**

# Ohio's Learning Standards Crosswalk for English Language Arts

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## INTRODUCTION

During 2016, educators statewide assisted the Ohio Department of Education in updating Ohio's Learning Standards, beginning with those in English Language Arts and Mathematics. Through this work, we were able to ensure that the standards reflect the experience that Ohio educators and parents have gained with the standards since their 2010 adoption. Through this periodic standards review, our state aims to better prepare students for the changing expectations of colleges and employers.

We received more than 1300 comments from individuals and groups of people who completed two rounds of surveys about the English Language Arts standards and standards' revisions. This feedback helped the committees engage in constructive discussions and make the important revision decisions necessary throughout the process. Thank you to everyone who took the time to submit valuable suggestions and comments.

Members of the Advisory Committee for English Language Arts represented statewide educational organizations, along with two content experts who served as co-chairs. Committee members reviewed comments received during the standards revision survey pertaining to standards in their subject areas. These committees then determined which standards they would refer to working groups of educators, who proposed the actual revisions. Following the Advisory Committee's work, Working Group members met in May through September to suggest revisions to the standards under the direction of the advisory committee. Group participants held extensive knowledge and experience with the standards and English Language Arts content and represented all grade levels from various types of schools statewide.

This document outlines the revisions made to the English Language Arts standards from public feedback and vertical alignment at each grade level. Educators can also see the differences the revisions will bring to their classrooms from the previously adopted 2010 learning standards.

### Document Color Code

Grade Band or Strand	Colors		
K-2	K	1	2
3-5	3	4	5
6-8	6	7	8
9-12	9-10		11-12
Anchor			
Literacy in History/Social Studies, Science, and Technical Subjects	6-8	9-10	11-12
Reading Literature			
Reading Informational			
Reading Foundations			
Writing			
Speaking & Listening			
Language			

\*Note: All underlined terms will be added and hyperlinked to the new *English Language Arts Glossary of Terms*.

## Ohio's K-12 Learning Standards Crosswalk for English Language Arts

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Reading Literature	<b>RL.K.1</b> With prompting and support, ask and answer questions about key details in a text.	<b>RL.K.1</b> With prompting and support, ask and answer questions about <u>*key details</u> in a text.	Added <i>key detail</i> to the glossary in order to clarify content and/or expectations for the standard.
K		<b>RL.K.2</b> With prompting and support, retell familiar stories, including key details.	no change	
K		<b>RL.K.3</b> With prompting and support, identify characters, settings, and major events in a story.	<b>RL.K.3</b> With prompting and support, identify <u>characters</u> , <u>settings</u> , and major events in a story.	Added <i>character</i> and <i>setting</i> to the glossary in order to clarify content and/or expectations for the standard.
K		<b>RL.K.4</b> Ask and answer questions about unknown words in a text.	no change	
K		<b>RL.K.5</b> Recognize common types of texts (e.g., storybooks, poems).	no change	
K		<b>RL.K.6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	no change	
K		<b>RL.K.7</b> 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).	<b>RL.K.7</b> With prompting and support, <u>describe</u> the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Added <i>describe</i> to the glossary in order to clarify content and/or expectations for the standard.
K		<b>RL.K.8</b> (Not applicable to literature)	no change	
K		<b>RL.K.9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>RL.K.9</b> With prompting and support, <u>compare</u> and <u>contrast</u> the adventures and experiences of characters in familiar stories.	Added <i>compare</i> and <i>contrast</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Reading Literature	<b>RL.K.10</b> Actively engage in group reading activities with purpose and understanding.	<b>RL.K.10</b> Actively engage in group reading activities with <u>purpose</u> and understanding. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
K	Reading Informational	<b>RI.K.1</b> With prompting and support, ask and answer questions about key details in a text.	no change	
K		<b>RI.K.2</b> With prompting and support, identify the main topic and retell key details of a text.	no change	
K		<b>RI.K.3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	no change	
K		<b>RI.K.4</b> With prompting and support, ask and answer questions about unknown words in a text.	no change	
K		<b>RI.K.5</b> Identify the front cover, back cover, and title page of a book.	no change	
K		<b>RI.K.6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Reading Informational	<b>RI.K.7</b> 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).	no change	
K		<b>RI.K.8</b> With prompting and support, identify the reasons an author gives to support points in a text.	no change	
K		<b>RI.K.9</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	no change	
K		<b>RI.K.10</b> Actively engage in group reading activities with purpose and understanding.	no change	
K	Reading Foundations	<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. <b>a.</b> Follow words from left to right, top to bottom, and page by page. <b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters. <b>c.</b> Understand that words are separated by spaces in print. <b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Reading Foundations	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Recognize and produce rhyming words.</p> <p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><b>d.</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and <b>phonemes (sounds)</b>.</p> <p><b>a.</b> Recognize and produce rhyming words.</p> <p><b>b.</b> Count, pronounce, <b>blend</b>, and <b>segment</b> syllables in spoken words.</p> <p><b>c.</b> Blend and segment <b>onsets</b> and <b>rimes</b> of single-syllable spoken words.</p> <p><b>d.</b> Isolate and pronounce the initial, medial vowel, and final <b>phonemes (sounds)</b> in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.).</p> <p><b>e.</b> Add or substitute individual <b>phonemes (sounds)</b> in simple, one-syllable words to make new words.</p>	<p>This standard revision was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The expectations for this standard remain the same.</p> <p>Added <i>phoneme</i>, <i>blend</i>, <i>segment</i>, <i>onset</i>, and <i>rime</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
K		<p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., <i>the</i>, <i>of</i>, <i>to</i>, <i>you</i>, <i>she</i>, <i>my</i>, <i>is</i>, <i>are</i>, <i>do</i>, <i>does</i>).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>RF.K.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Demonstrate basic knowledge of one-to-one <b>grapheme (letter)-sound</b> correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with common spellings for the five major vowels.</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., <i>the</i>, <i>of</i>, <i>to</i>, <i>you</i>, <i>she</i>, <i>my</i>, <i>is</i>, <i>are</i>, <i>do</i>, <i>does</i>).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>This standard was revised for clarification. Adding grapheme (written representation of a sound) accurately reflects the original intent of the standard.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K		<b>RF.K.4</b> Read emergent-reader texts with purpose and understanding.	<b>RF.K.4</b> Read <u>emergent-reader texts</u> with purpose and understanding.	Added <i>emergent-reader texts</i> to the glossary in order to clarify content and/or expectations for the standard.
K	Writing	<b>W.K.1</b> 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...).	<b>W.K.1</b> Use a combination of drawing, dictating, and writing to <u>compose opinion</u> pieces <b>that</b> tell a reader the topic or the name of the book <b>being written</b> about and <b>express</b> an opinion or preference about the topic or book (e.g., My favorite book is...).	Added <i>compose</i> and <i>opinion</i> to the glossary in order to clarify content and/or expectations for the standard.  tech edit; phrasing  The expectations for this standard remain the same.
K		<b>W.K.2</b> 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.	<b>W.K.2</b> Use a combination of drawing, dictating, and writing to compose <u>informative/explanatory</u> texts <b>that</b> name <b>what is being written</b> about and supply some information about the topic.	Added <i>informative/explanatory writing</i> to the glossary in order to clarify content and/or expectations for the standard.  tech edit; phrasing  The expectations for this standard remain the same.
K		<b>W.K.3</b> 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.	no change	
K		<b>W.K.4</b> (Begins in grade 3)	no change	
K		<b>W.K.5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Writing	<b>W.K.6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	no change	
K		<b>W.K.7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	no change	
K		<b>W.K.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	no change	
K		<b>W.K.9</b> (Begins in grade 4)	no change	
K		<b>W.K.10</b> (Begins in grade 3)	no change	
K	Speaking and Listening	<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>b.</b> Continue a conversation through multiple exchanges.	<b>SL.K.1 Participate in collaborative conversations about <i>kindergarten topics and texts</i> with diverse partners in small and larger groups.</b> <b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). <b>b.</b> Continue a conversation through multiple exchanges.	tech edit; phrasing  The expectations for this standard remain the same.
K		<b>SL.K.2</b> 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.	<b>SL.K.2</b> Confirm understanding of a text read aloud or information presented <b>in various media and other formats (e.g., orally)</b> by asking and answering questions about key details and requesting clarification if something is not understood.	Tech edit; phrasing  The expectations for this standard remain the same.
K		<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or <u>clarify</u> something that is not understood.	Added <i>clarify</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K		<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	no change	
K		<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	no change	
K		<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	no change	
K	Language	<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Print many upper- and lowercase letters.</p> <p><b>b.</b> Use frequently occurring nouns and verbs.</p> <p><b>c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p><b>d.</b> Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p><b>e.</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p><b>f.</b> Produce and expand complete sentences in shared language activities.</p>	<p><b>L.K.1</b> <u>Demonstrate</u> command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Print many upper- and lowercase letters.</p> <p><b>b.</b> Use frequently occurring nouns and verbs.</p> <p><b>c.</b> Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p><b>d.</b> Understand and use <b>interrogatives (question words)</b> (e.g., <i>who, what, where, when, why, how</i>).</p> <p><b>e.</b> Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p><b>f.</b> Produce and expand complete sentences in shared language activities.</p>	<p>This standard was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p> <p>Added <i>demonstrate</i> to the glossary in order to clarify content and/or expectations for the standard.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Language	<p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>b.</b> Recognize and name end punctuation.</p> <p><b>c.</b> Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p><b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p><b>b.</b> Recognize and name end punctuation.</p> <p><b>c.</b> Write a letter or letters for most consonant and short-vowel <b>phonemes (sounds)</b>.</p> <p><b>d.</b> Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>This standard revision was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>
K		<b>L.K.3</b> (Begins in grade 2)	no change	
K		<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p><b>a.</b> 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>b.</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>L.K.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p><b>a.</b> 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>b.</b> Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>The content and skills expectation in this standard remain the same; however, this standard is hyperlinked to resources that will help educators with strategies for introducing and teaching these skills.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
K	Language	<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p><b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p><b>L.K.5</b> With guidance and support from adults, explore word relationships and <u>nuances</u> in word meanings.</p> <p><b>a.</b> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their <b>antonyms (opposites)</b>.</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p><b>d.</b> Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>This standard was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p> <p>Added <i>nuance</i> and <i>antonym</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
K		<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Follow link in standard to model curriculum resources</p>
1	Reading Literature	<p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p>	<p>no change</p>	
1		<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p>	<p><b>RL.1.2</b> <u>Analyze</u> literary text development.</p> <p><b>a. Demonstrate understanding of the lesson.</b></p> <p><b>b. Retell stories, including key details.</b></p>	<p>This standard has been separated into sub-standards to align with the upper grades, and “central message” was removed from all standards to clarify what students should understand about the story.</p> <p>Added <i>analyze</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
1		<p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p>	<p>no change</p>	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Reading Literature	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	no change	
1		RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5 <u>Explain</u> major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Added <i>explain</i> to the glossary in order to clarify content and/or expectations for the standard.
1		RL.1.6 Identify who is telling the story at various points in a text.	no change	
1		RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	no change	
1		RL.1.8 (Not applicable to literature)	no change	
1		RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	no change	
1		RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10 With prompting and support, read <u>prose</u> and <u>poetry</u> of appropriate complexity for grade 1. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	<p>The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.</p> <p>These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].</p> <p>Added <i>prose</i> and <i>poetry</i> to the glossary in order to clarify content and/or expectations for the standard.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Reading Informational	<b>RI.1.1</b> Ask and answer questions about key details in a text.	no change	
1		<b>RI.1.2</b> Identify the main topic and retell key details of a text.	<b>RI.1.2 Analyze informational text development.</b> <b>a. Identify the main topic.</b> <b>b. Retell key details of a text.</b>	This standard has been separated into sub-standards to align with the upper grades.
1		<b>RI.1.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	no change	
1		<b>RI.1.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	no change	
1		<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>RI.1.5</b> Know and use various <u>text features</u> (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Added <i>text features</i> to the glossary in order to clarify content and/or expectations for the standard.
1		<b>RI.1.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	no change	
1		<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.	no change	
1		<b>RI.1.8</b> Identify the reasons an author gives to support points in a text.	no change	
1		<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	no change	
1		<b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Reading Foundations	<p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print <b>by recognizing</b> the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>
1		<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>b.</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and <b>phonemes (sounds)</b>.</p> <p><b>a.</b> Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p><b>b.</b> Orally produce single-syllable words by blending <b>phonemes</b>, including consonant blends.</p> <p><b>c.</b> Isolate and pronounce initial, medial vowel, and final <b>phonemes</b> in spoken single-syllable words.</p> <p><b>d.</b> Segment spoken single-syllable words into their complete sequence of individual <b>phonemes</b>.</p>	<p>This standard revision was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Reading Foundations	<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> Decode regularly spelled one-syllable words.</p> <p><b>c.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Know the spelling-sound correspondences for common consonant digraphs.</p> <p><b>b.</b> <u>Decode</u> regularly spelled one-syllable words.</p> <p><b>c.</b> Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p><b>d.</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p><b>e.</b> Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p><b>f.</b> Read words with inflectional endings.</p> <p><b>g.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	Added <i>decode</i> to the glossary in order to clarify content and/or expectations for the standard.
1		<p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	no change	
1	Writing	<p><b>W.1.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p><b>W.1.1</b> Write opinion pieces <b>that</b> introduce a topic or name the book <b>being written</b> about, <b>express</b> an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	tech edit; phrasing  The expectations for this standard remain the same.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Writing	<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>W.1.2</b> Write informative/explanatory texts <b>that</b> name a topic, supply some facts about the topic, and provide some sense of closure.	tech edit; phrasing  The expectations for this standard remain the same.
1		<b>W.1.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>W.1.3</b> Write <u>narratives</u> to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Added <i>narratives</i> to the glossary in order to clarify content and/or expectations for the standard.  tech edit; phrasing  The expectations for this standard remain the same.
1		<b>W.1.4</b> (Begins in grade 3)	no change	
1		<b>W.1.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	no change	
1		<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>W.1.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Follow link in standard to model curriculum resources
1		<b>W.1.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	no change	
1		<b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	no change	
1		<b>W.1.9</b> (Begins in grade 4)	no change	
1		<b>W.1.10</b> (Begins in grade 3)	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Speaking and Listening	<p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>SL.1.1</b> Participate in collaborative conversations about <i>grade 1 topics and texts</i> with diverse partners in small and larger groups.</p> <p><b>a.</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>b.</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>c.</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Tech edit; phrasing</p> <p>The expectations for this standard remain the same.</p>
1		<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented <b>in various media and other formats (e.g., orally).</b></p>	<p>Tech edit; phrasing</p> <p>The expectations for this standard remain the same.</p>
1		<p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	no change	
1		<p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	no change	
1		<p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	no change	
1		<p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Language	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Print all upper- and lowercase letters.</p> <p><b>b.</b> Use common, proper, and possessive nouns.</p> <p><b>c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p><b>d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p><b>e.</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p><b>f.</b> Use frequently occurring adjectives.</p> <p><b>g.</b> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p><b>h.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p><b>j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Print all upper- and lowercase letters.</p> <p><b>b.</b> Use common, proper, and possessive nouns.</p> <p><b>c.</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p><b>d.</b> Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> <p><b>e.</b> Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home</i>).</p> <p><b>f.</b> Use frequently occurring adjectives.</p> <p><b>g.</b> Use frequently occurring <b>coordinating and subordinating</b> conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p><b>h.</b> Use determiners (e.g., articles, demonstratives).</p> <p><b>i.</b> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p><b>j.</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>This standard was an organizational change to represent the content-area vocabulary first in the standard with the explanation or definition in parentheses after the academic vocabulary. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Language	<p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize dates and names of people.  <b>b.</b> Use end punctuation for sentences.  <b>c.</b> Use commas in dates and to separate single words in a series.  <b>d.</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.  <b>e.</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	no change	
1		<b>L.1.3</b> (Begins in grade 2)	no change	
1		<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.  <b>c.</b> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.  <b>b.</b> Use frequently occurring affixes as a clue to the meaning of a word.  <b>c.</b> Identify frequently occurring <u>root</u> words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	Added <i>root</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
1	Language	<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and <u>nuances</u> in word meanings.</p> <p><b>a.</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>b.</b> Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p><b>c.</b> Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p> <p><b>d.</b> Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>Added <i>nuance</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
1		<p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Reading Literature	<b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	no change	
2		<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<b>RL.2.2 Analyze literary text development.</b> <b>a. Determine the lesson or <u>moral</u>.</b> <b>b. Retell stories, including <u>fables</u> and <u>folktales</u> from diverse cultures.</b>	This standard has been separated into sub-standards to align with the upper grades, and “central message” was removed from all standards to clarify what students should understand about the story.  Added <i>moral, fable,</i> and <i>folktale</i> to the glossary in order to clarify content and/or expectations for the standard.
2		<b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.	no change	
2		<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, <u>alliteration</u> , <u>rhymes</u> , repeated lines) supply <u>rhythm</u> and meaning in a story, poem, or song.	Added <i>alliterations, rhyme,</i> and <i>rhythm</i> to the glossary in order to clarify content and/or expectations for the standard.
2		<b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	no change	
2		<b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>RL.2.6 Distinguish between <u>points of view</u> when referring to <u>narrators</u> and <u>characters</u>, recognizing when the narrator is a character in the story.</b>	This standard now asks that the student differentiate between various narrators in a text and when the narrator is and is not a character in the story.  Added <i>point of view</i> and <i>narrator</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Reading Literature	<b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	no change	
2		<b>RL.2.8</b> (Not applicable to literature)	no change	
2		<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	no change	
2		<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.2.10</b> By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 <u>text complexity</u> band proficiently, with scaffolding as needed at the high end of the range. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	<p>The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.</p> <p>These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].</p> <p>Added <i>text complexity</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
2		<b>RI.2.1</b> Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Reading Informational	<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>RI.2.2 Analyze informational text development.</b> <b>a. Identify the main topic of a multiparagraph text.</b> <b>b. Identify the focus of specific paragraphs within the text.</b>	This standard has been separated into sub-standards to align with the upper grades.
2		<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	no change	
2		<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	no change	
2		<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	no change	
2		<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	no change	
2		<b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	no change	
2		<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	<b>RI.2.8 Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.</b>	This standard was revised to align vertically by expecting the student to continue to identify and author's main points. In addition, "with support" was added so that the standard was appropriate for this grade level.
2		<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2		<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	no change	
2	Reading Foundations	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. <b>b.</b> Know spelling-sound correspondences for additional common vowel teams. <b>c.</b> Decode regularly spelled two-syllable words with long vowels. <b>d.</b> Decode words with common prefixes and suffixes. <b>e.</b> Identify words with inconsistent but common spelling-sound correspondences. <b>f.</b> Recognize and read grade-appropriate irregularly spelled words.	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words. <b>b.</b> Know spelling-sound correspondences for additional common vowel teams. <b>c.</b> Decode regularly spelled two-syllable words with long vowels. <b>d.</b> Decode words with common <u>prefixes</u> and <u>suffixes</u> . <b>e.</b> Identify words with inconsistent but common spelling-sound correspondences. <b>f.</b> Recognize and read grade-appropriate irregularly spelled words.	Added <i>prefix</i> and <i>suffix</i> to the glossary in order to clarify content and/or expectations for the standard.
2		<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>a.</b> Read grade-level text with purpose and understanding. <b>b.</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. <b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Writing	<b>W.2.1</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<b>W.2.1</b> Write opinion pieces <b>that</b> introduce the topic or book <b>being written</b> about, <b>express</b> an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	tech edit; phrasing  The expectations for this standard remain the same.
2		<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<b>W.2.2</b> Write informative/explanatory texts <b>that</b> introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	tech edit; phrasing  The expectations for this standard remain the same.
2		<b>W.2.3</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>W.2.3</b> Write narratives <b>to</b> recount a well-elaborated event or short <u>sequence of events</u> , include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Added <i>sequence of events</i> to the glossary in order to clarify content and/or expectations for the standard.  tech edit; phrasing  The expectations for this standard remain the same.
2		<b>W.2.4</b> (Begins in grade 3)	no change	
2		<b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	no change	
2		<b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	no change	
2		<b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2		<b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.	no change	
2		<b>W.2.9</b> (Begins in grade 4)	no change	
2		<b>W.2.10</b> (Begins in grade 3)	no change	
2	Speaking and Listening	<b>SL.2.1</b> Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>b.</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	<b>SL.2.1 Participate in collaborative conversations about <i>grade 2 topics and texts</i> with diverse partners in small and larger groups.</b> <b>a.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>b.</b> Build on others' talk in conversations by linking their comments to the remarks of others. <b>c.</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.	tech edit; phrasing  The expectations for this standard remain the same.
2		<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>SL.2.2 Retell</b> or describe key ideas or details from a text read aloud or information presented <b>in various media and other formats (e.g., orally).</b>	Tech edit: phrasing  The expectations for this standard remain the same.
2		<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	no change	
2		<b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2		<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	<b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Follow link in standard to model curriculum resources
2		<b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	no change	
2	Language	<b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Use collective nouns (e.g., <i>group</i> ). <b>b.</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). <b>c.</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). <b>d.</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). <b>e.</b> Use adjectives and adverbs, and choose between them depending on what is to be modified. <b>f.</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Language	<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>b.</b> Use commas in greetings and closings of letters.</p> <p><b>c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> -&gt; <i>badge</i>; <i>boy</i> -&gt; <i>boil</i>).</p> <p><b>e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Capitalize holidays, product names, and geographic names.</p> <p><b>b.</b> Use commas in greetings and closings of letters.</p> <p><b>c.</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>d.</b> Generalize learned spelling patterns when writing words (e.g., <i>cage</i> -&gt; <i>badge</i>; <i>boy</i> -&gt; <i>boil</i>).</p> <p><b>e.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Tech edit; font formatting</p> <p>The expectations for this standard remain the same.</p>
2		<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Compare formal and informal uses of English.</p>	<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a. Recognize formal and informal uses of English.</b></p> <p><b>b.</b> Compare formal and informal uses of English.</p>	<p>Tech edit; outlining conventions</p> <p>Students were originally expected to compare the various uses of English; they are now asked to recognize these uses first before comparing them.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2	Language	<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	no change	
2		<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p><b>L.2.5</b> Demonstrate understanding of word relationships and <u>nuances</u> in word meanings.</p> <p><b>a.</b> Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p><b>b.</b> Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	Added <i>nuance</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
2		<b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	no change	
3	Reading Literature	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring <u>explicitly</u> to the text as the basis for the answers.	Added <i>explicit</i> to the glossary in order to clarify content and/or expectations for the standard.
3		<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>RL.3.2 Analyze literary text development.</b> <b>a. Determine a <u>theme</u> and explain how it is conveyed through key details in the text.</b> <b>b. Retell stories, including fables, folktales, and <u>myths</u> from diverse cultures.</b>	This standard has been separated into sub-standards to align with the upper grades, and “theme” was added to substandard a to clarify what students should understand about the story.  Added <i>theme</i> and <i>myth</i> to the glossary in order to clarify content and/or expectations for the standard.
3		<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	no change	
3		<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing <u>literal</u> from <u>nonliteral</u> language.	Added <i>literal</i> and <i>nonliteral</i> to the glossary in order to clarify content and/or expectations for the standard.
3		<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>RL.3.5</b> Refer to parts of stories, <u>dramas</u> , and poems when writing or speaking about a text, using terms such as chapter, <u>scene</u> , and <u>stanza</u> ; describe how each successive part builds on earlier sections.	Added <i>drama</i> , <i>stanza</i> , and <i>scene</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Reading Literature	<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters.	<b>RL.3.6</b> Describe the difference between points of view in texts, particularly <u>first-</u> and <u>third-person</u> narration.	This standard moved from Grade 4 to Grade 3 in order to align vertically with the skill progression through the grade levels.  Added <i>first person</i> and <i>third person</i> to the glossary in order to clarify content and/or expectations for this standard.
3		<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>RL.3.7</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).	“Create mood” was deleted from the example because it was determined that <i>mood</i> should be added in grades 8-12 with scaffolding to determining mood in grades 6-7.
3		<b>RL.3.8</b> (Not applicable to literature)	no change	
3		<b>RL.3.9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	no change	
3		<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found here [hyperlink to articles on ELA webpage].

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Reading Informational	<b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	no change	
3		<b>RI.3.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>RI.3.2 Analyze informational text development.</b> a. Determine the <u>main idea</u> of a text. b. Retell the key details and explain how they support the main idea.	This standard has been separated into sub-standards to align with the upper grades.  Added <i>main idea</i> to the glossary in order to clarify content and/or expectations for the standard.
3		<b>RI.3.3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	no change	
3		<b>RI.3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	no change	
3		<b>RI.3.5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	no change	
3		<b>RI.3.6</b> Distinguish their own point of view from that of the author of a text.	<b>RI.3.6</b> Distinguish their own <u>perspective</u> from that of the author of a text.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
3		<b>RI.3.7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Reading Informational	<b>RI.3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<b>RI.3.8 Describe the relationships between the evidence and points an author uses throughout a text.</b>	This standard was revised to align vertically by expecting the student to continue to address the interplay between an author’s points and the evidence used in the text.
3		<b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	no change	
3		<b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	no change	
3	Reading Foundations	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes. <b>b.</b> Decode words with common Latin suffixes. <b>c.</b> Decode multisyllable words. <b>d.</b> Read grade-appropriate irregularly spelled words.	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Identify and know the meaning of the most common prefixes and derivational suffixes. <b>b.</b> Decode words with common Latin suffixes. <b>c.</b> Decode multi-syllable words. <b>d.</b> Read grade-appropriate irregularly spelled words.	Tech edit; punctuation  The expectations of this standard remain the same.
3		<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>a.</b> Read grade-level text with purpose and understanding. <b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Writing	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>a.</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><b>b.</b> Provide reasons that support the opinion.</p> <p><b>c.</b> Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><b>d.</b> Provide a concluding statement or section.</p>	no change	
3		<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with facts, definitions, and details.</p> <p><b>c.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>d.</b> Provide a concluding statement or section.</p>	<p><b>W.3.2</b> Write <u>informative/explanatory</u> texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic and group related information together; include illustrations <b>to aid comprehension, if needed.</b></p> <p><b>b.</b> Develop the topic with facts, definitions, and details.</p> <p><b>c.</b> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p><b>d.</b> Provide a concluding statement or section.</p>	<p>Added <i>informative/explanatory writing</i> to the glossary in order to clarify content and/or expectations for the standard.</p> <p>Tech edit; phrasing</p> <p>The expectations for this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Writing	<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>c.</b> Use temporal words and phrases to signal event order.</p> <p><b>d.</b> Provide a sense of closure.</p>	<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use <u>dialogue</u> and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b>c.</b> Use temporal words and phrases to signal event order.</p> <p><b>d.</b> Provide a sense of closure.</p>	Added <i>dialogue</i> to the glossary in order to clarify content and/or expectations for the standard.
3		<b>W.3.4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	no change	
3		<b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	no change	
3		<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>W.3.6</b> With guidance and support from adults, use technology to produce and <u>publish</u> writing (using keyboarding skills), as well as to interact and collaborate with others.	<p>Added <i>publish</i> to the glossary in order to clarify content and/or expectations for the standard.</p> <p>Tech edit; punctuation</p> <p>The expectations for this standard remain the same.</p>
3		<b>W.3.7</b> Conduct short research projects that build knowledge about a topic.	no change	
3		<b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Writing	<b>W.3.9</b> (Begins in grade 4)	no change	
3		<b>W.3.10</b> 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 discipline-specific tasks, purposes, and audiences.	<b>W.3.10</b> 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 discipline-specific tasks, purposes, and audiences.	Added <i>audience</i> to the glossary in order to clarify content and/or expectations for the standard.
3	Speaking and Listening	<b>SL.3.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <b>b.</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <b>c.</b> Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <b>d.</b> Explain their own ideas and understanding in light of the discussion.	no change	
3		<b>SL.3.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Speaking and Listening	<b>SL.3.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	no change	
3		<b>SL.3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	no change	
3		<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Follow link in standard to model curriculum resources
3		<b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Language	<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>b.</b> Form and use regular and irregular plural nouns.</p> <p><b>c.</b> Use abstract nouns (e.g., <i>childhood</i>).</p> <p><b>d.</b> Form and use regular and irregular verbs.</p> <p><b>e.</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p><b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>h.</b> Use coordinating and subordinating conjunctions.</p> <p><b>i.</b> Produce simple, compound, and complex sentences.</p>	<p><b>L.3.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p><b>b.</b> Form and use regular and irregular plural nouns.</p> <p><b>c.</b> Use abstract nouns (e.g., <i>childhood</i>).</p> <p><b>d.</b> Form and use regular and irregular verbs.</p> <p><b>e.</b> Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p><b>f.</b> Ensure subject-verb and pronoun-antecedent agreement.</p> <p><b>g.</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>h.</b> Use coordinating and subordinating conjunctions.</p> <p><b>i.</b> Produce simple, compound, and complex sentences.</p>	<p>Follow link in standard to model curriculum resources</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Language	<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li><b>a.</b> Capitalize appropriate words in titles.</li> <li><b>b.</b> Use commas in addresses.</li> <li><b>c.</b> Use commas and quotation marks in dialogue.</li> <li><b>d.</b> Form and use possessives.</li> <li><b>e.</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li><b>f.</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li><b>g.</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	no change	
3		<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li><b>a.</b> Choose words and phrases for effect.</li> <li><b>b.</b> Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3	Language	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use sentence-level <u>context</u> as a clue to the meaning of a word or <u>phrase</u>.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p><b>d.</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>Added <i>context</i> and <i>phrase</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
3		<p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>a.</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p><b>b.</b> Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p><b>c.</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
3		<b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	<b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i> ).	Tech edit; punctuation  The expectations in this standard remain the same.
4	Reading Literature	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>RL.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing <u>inferences</u> from the text.	Added <i>inference</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>RL.4.2 Analyze literary text development.</b> <b>a. Determine a theme of a story, drama, or poem from details in the text.</b> <b>b. <u>Summarize</u> the text, incorporating a theme determined from details in the text.</b>	This standard has been separated into sub-standards to clarify how theme should be used in writing a summary of the story.  Added <i>summarize</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<b>RL.4.3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	no change	
4		<b>RL.4.4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	no change	
4		<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>RL.4.5</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., <u>verse</u> , rhythm, <u>meter</u> ) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Added <i>verse</i> and <i>meter</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Reading Literature	<b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>RL.4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.</b>	This standard now expects the skills and concepts to be recognized in a single text instead of across multiple texts.
4		<b>RL.4.7</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	no change	
4		<b>RL.4.8</b> (Not applicable to literature)	no change	
4		<b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	no change	
4		<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
4		<b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Reading Informational	<b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>RI.4.2 Analyze informational text development.</b> <b>a. Determine the main idea of a text and explain how it is supported by key details.</b> <b>b. Provide a summary of the text that includes the main idea and key details, as well as other important information.</b>	This standard has been separated into sub-standards to clarify how details in the text should be used in writing a summary of the text.
4		<b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	no change	
4		<b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	no change	
4		<b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	no change	
4		<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in <b>perspective</b> and the information provided.	<i>Perspective</i> now replaces <i>focus</i> at this grade-level in order for this standard to vertically align with all other grade-level standards.
4		<b>RI.4.7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>RI.4.7</b> <u>Interpret</u> information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Added <i>interpret</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Reading Informational	<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>RI.4.8</b> Explain how an author uses <u>evidence</u> to support particular points in a text.	Deleted “reasons” from this standard to align vertically and with the anchor standard.  Added <i>evidence</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Added <i>integrate</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	no change	
4	Reading Foundations	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. <b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>by using</b> combined knowledge of all letter-sound correspondences, syllabication patterns, and <u>morphology</u> (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Tech edit; phrasing  The expectations for this standard remain the same.  Added <i>morphology</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension. <b>a.</b> Read grade-level text with purpose and understanding. <b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4		<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p><b>b.</b> Provide reasons that are supported by facts and details.</p> <p><b>c.</b> Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>	no change	
4	Writing	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Tech edit; phrasing</p> <p>The expectations for this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Writing	<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of transitional words and phrases to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	no change	
4		<p><b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	no change	
4		<p><b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	no change	
4		<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, <b>while demonstrating</b> sufficient command of keyboarding skills.</p>	<p>All time and length restrictions for student writing and publishing has been deleted for equity reasons.</p> <p>Follow the link in the standard to expectations regarding keyboarding instruction/exposure.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Writing	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	no change	
4		<b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<b>W.4.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	Tech edit; punctuation  The expectations for this standard remain the same.
4		<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>a.</b> Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). <b>b.</b> Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	no change	
4		<b>W.4.10</b> 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 discipline-specific tasks, purposes, and audiences.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Speaking and Listening	<p><b>SL.4.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>d.</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	no change	
4		<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SL.4.2</b> <u>Paraphrase</u> portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	Added <i>paraphrase</i> to the glossary in order to clarify content and/or expectations for the standard.
4		<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</p>	no change	
4		<p><b>SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Speaking and Listening	<b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	no change	
4		<b>SL.4.6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	no change	
4	Language	<b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). <b>b.</b> Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. <b>c.</b> Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions. <b>d.</b> Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ). <b>e.</b> Form and use prepositional phrases. <b>f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <b>g.</b> Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Language	<p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li><b>a.</b> Use correct capitalization.</li> <li><b>b.</b> Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li><b>c.</b> Use a comma before a coordinating conjunction in a compound sentence.</li> <li><b>d.</b> Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	no change	
4		<p><b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li><b>a.</b> Choose words and phrases to convey ideas precisely.</li> <li><b>b.</b> Choose punctuation for effect.</li> <li><b>c.</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Language	<p><b>L.4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	no change	
4		<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b>b.</b> Recognize and explain the meaning of common <u>idioms</u>, adages, and proverbs.</p> <p><b>c.</b> Demonstrate understanding of words by relating them to their <b>antonyms (opposites)</b> and <b>synonyms (words with similar but not identical meanings)</b>.</p>	<p>Follow link in standard to model curriculum resources</p> <p>Added <i>idiom</i> and <i>synonym</i> to the glossary in order to clarify content and/or expectations for the standard.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
4	Language	<b>L.4.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	no change	
5	Reading Literature	<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	no change	
5		<b>RL.5.2</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>RL.5.2 Analyze literary text development.</b> <b>a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</b> <b>b. Summarize the text, incorporating a theme determined from details in the text.</b>	This standard has been separated into sub-standards to clarify how theme should be used in writing a summary of the story.
5		<b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	no change	
5		<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including <u>figurative language</u> , such as <u>metaphors</u> , <u>similes</u> , and <u>idioms</u> .	This standard was revised to include “idioms” as part of the figurative language examples.  <i>Added figurative language, metaphor, and simile to the glossary in order to clarify content and/or expectations for the standard.</i>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Reading Literature	<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	no change	
5		<b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view <b>and perspective influence</b> how events are described.	Added <i>perspective</i> to this standard. Terms from this standard were added to the glossary in order to clarify content and/or expectations.
5		<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, <u>tone</u> , <b>mood, or appeal</b> of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Added <i>mood</i> to this standard, and <i>beauty</i> was revised to <i>appeal</i> to clarify expectation for this standard. Appeal refers to what makes the text particularly engaging to the reader.  Added <i>tone</i> and <i>mood</i> to the glossary in order to clarify content and/or expectations for the standard.
5		<b>RL.5.8</b> (Not applicable to literature)	no change	
5		<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>RL.5.9</b> Compare and contrast stories in the same <u>genre</u> (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Added <i>genre</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Reading Literature	<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. <b>Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
5	Reading Informational	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	no change	
5		<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>RI.5.2 Analyze informational text development.</b> <b>a. Determine the main ideas of a text and explain how they are supported by key details.</b> <b>b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.</b>	This standard has been separated into sub-standards to clarify how details from the text should be used in writing a summary of the text.
5		<b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	no change	
5		<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Reading Informational	<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	no change	
5		<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <b>perspectives</b> they represent.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
5		<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	no change	
5		<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>RI.5.8</b> Explain how an author uses evidence to support particular points in a text, identifying which evidence supports <b>corresponding</b> points.	Deleted “reasons” from this standard to align vertically and with the anchor standard.
5		<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	no change	
5		<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Reading Foundations	<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>by using</b> combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>
5		<p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>a.</b> Read grade-level text with purpose and understanding.</p> <p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	no change	
5	Writing	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><b>b.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p><b>b.</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>c.</b> Link opinion and reasons using words, phrases, and <u>clauses</u> (e.g., consequently, specifically).</p> <p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>	<p>Added <i>clause</i> to the glossary in order to clarify content and/or expectations for the standard.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Writing	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Tech edit; phrasing</p> <p>The expectations for this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Writing	<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p><b>c.</b> Use a variety of <u>transitional</u> words, phrases, and clauses to manage the sequence of events.</p> <p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	Added <i>transitions</i> to the glossary in order to clarify content and/or expectations for the standard.
5		<p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	no change	
5		<p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, <u>revising</u>, <u>editing</u>, rewriting, or trying a new approach.</p>	Added <i>revise</i> and <i>edit</i> to the glossary in order to clarify content and/or expectations for the standard.
5		<p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, <b>while demonstrating</b> sufficient command of keyboarding.</p>	<p>All time and length restrictions for student writing and publishing has been deleted for equity reasons.</p> <p>Follow the link in the standard to expectations regarding keyboarding instruction/exposure.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Writing	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	no change	
5		<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	Tech edit; punctuation  The expectations for this standard remain the same.
5		<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>a.</b> Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). <b>b.</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	no change	
5		<b>W.5.10</b> 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 discipline-specific tasks, purposes, and audiences.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Speaking and Listening	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	no change	
5		<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	no change	
5		<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	no change	
5		<p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5		<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	no change	
5		<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	no change	
5	Language	<b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. <b>b.</b> Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses. <b>c.</b> Use verb tense to convey various times, sequences, states, and conditions. <b>d.</b> Recognize and correct inappropriate shifts in verb tense. <b>e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Language	<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation to separate items in a series.</p> <p><b>b.</b> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><b>c.</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p><b>d.</b> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><b>e.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	no change	
5		<p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
5	Language	<p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	no change	
5		<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>b.</b> Recognize and explain the meaning of common idioms, <u>adages</u>, and <u>proverbs</u>.</p> <p><b>c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Follow link in standard to model curriculum resources</p> <p>Added <i>adage</i> and <i>proverb</i> to the glossary in order to clarify content and/or expectations for the standard.</p>
5		<p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Reading Literature	<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	no change	
6		<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RL.6.2 Analyze literary text development.</b> <b>a. Determine a theme of a text and how it is conveyed through particular details.</b> <b>b. Incorporate a theme and story details into an objective summary of the text.</b>	This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.  A guidance document for this standard can be found here <a href="#">[hyperlink]</a> .
6		<b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	no change	
6		<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and <u>connotative</u> meanings; analyze the impact of <b>specific word choices, including sensory language</b> , on meaning and tone.	Language to scaffold the student to determining mood in grade 8 was added to this standard.  <i>Added connotation and sensory language</i> to the glossary in order to clarify content and/or expectations for the standard.
6		<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	no change	
6		<b>RL.6.6</b> Explain how an author develops the point of view of the narrator or speaker in a text.	<b>RL.6.6</b> Explain how an author <b>uses</b> the point of view <b>to develop the perspective</b> of the narrator or speaker in a text.	This standard now clearly shows that point of view is not developed; rather, it is used to develop the perspectives represented in the text.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Reading Literature	<b>RL.6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	no change	
6		<b>RL.6.8</b> (Not applicable to literature)	no change	
6		<b>RL.6.9</b> Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	no change	
6		<b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.6.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
6		<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Reading Informational	<b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>RI.6.2 Analyze informational text development.</b> <b>a. Determine a <u>central idea</u> of a text and how it is conveyed through particular details.</b> <b>b. Provide an objective summary of the text that includes the central idea and relevant details.</b>	This standard has been separated into sub-standards to clarify how ideas and details from the text should be used in writing an objective summary of the text.  A guidance document for this standard can be found here [hyperlink].
6		<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	no change	
6		<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	no change	
6		<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	no change	
6		<b>RI.6.6</b> Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	<b>RI.6.6</b> Determine an author’s <b>perspective</b> or purpose in a text and explain how it is conveyed in the text.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards. Both terms were added to glossary in order to clarify content and/or expectations for the standard.
6		<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Reading Informational	<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	<b>RI.6.8</b> Trace and <u>evaluate</u> the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.	Deleted “reasons” from this standard to align vertically and with the anchor standard.  Added <i>evaluate</i> to the glossary in order to clarify content and/or expectations for the standard.
6		<b>RI.6.9</b> Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	no change	
6		<b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	no change	
6	Writing	<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence. <b>a.</b> Introduce claim(s) and organize the reasons and evidence clearly. <b>b.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>c.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <b>d.</b> Establish and maintain a formal style. <b>e.</b> Provide a concluding statement or section that follows from the argument presented.	<b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence. <b>a. Establish a <u>thesis statement</u> to present an argument.</b> <b>b.</b> Introduce <u>claim</u> (s) and organize the reasons and evidence clearly. <b>c.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. <b>d.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. <b>e.</b> Establish and maintain a <u>formal style</u> . <b>f.</b> Provide a concluding statement or section that follows from the argument presented.	Students are now expected to start their argumentative writing with a guiding thesis statement.  Added <i>thesis statement</i> and <i>claim</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Writing	<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p><b>W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a. Establish a thesis statement to present information.</b></p> <p><b>b.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis statement.</p> <p>Tech edit; phrasing</p> <p>The expectations for substandard <i>b.</i> remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Writing	<p><b>W.6.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from the narrated experiences or events.</p>	no change	
6		<p><b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	
6		<p><b>W.6.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Writing	<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, <b>while demonstrating</b> sufficient command of keyboarding skills.	All time and length restrictions for student writing and publishing has been deleted for equity reasons.  Follow the link in the standard to expectations regarding keyboarding instruction/exposure.
6		<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	no change	
6		<b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>W.6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.	Tech edit; punctuation  Expectations for this standard remain the same.
6		<b>W.6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>a.</b> Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). <b>b.</b> Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6		<b>W.6.10</b> 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 discipline-specific tasks, purposes, and audiences.	no change	
6	Speaking and Listening	<b>SL.6.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>b.</b> Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. <b>c.</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. <b>d.</b> Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	no change	
6		<b>SL.6.2</b> 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.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Speaking and Listening	<b>SL.6.3</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	no change	
6		<b>SL.6.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	no change	
6		<b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>SL.6.5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	The content and skills expectation in this standard remain the same; however, this standard is hyperlinked to resources that will help educators with strategies for introducing and teaching these skills.
6		<b>SL.6.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Language	<p><b>L.6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>b.</b> Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	no change	
6		<p><b>L.6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell correctly.</p>	no change	
6		<p><b>L.6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Vary sentence patterns for meaning, reader/ listener interest, and style.</p> <p><b>b.</b> Maintain consistency in style and tone.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6	Language	<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>c.</b> Consult 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 or its part of speech.</p> <p><b>d.</b> 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).</p>	<p><b>L.6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p><b>c.</b> Consult 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 or <del>its</del> part of speech.</p> <p><b>d.</b> 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).</p>	<p>Tech edit; style</p> <p>Expectations for this standard remain the same.</p>
6		<p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p>	<p><b>L.6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret <u>figures of speech</u> (e.g., <u>personification</u>) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, <b>frugal</b>, thrifty</i>).</p>	<p>Added <i>figures of speech</i> and <i>personification</i> to the glossary in order to clarify content and/or expectations for the standard.</p> <p>Example revised at end of standard for clarity.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6		<b>L.6.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	no change	
7	Reading Literature	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	no change	
7		<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>RL.7.2 Analyze literary text development.</b> <b>a. Determine a theme of a text and analyze its development over the course of the text.</b> <b>b. Incorporate the development of a theme and other story details into an objective summary of the text.</b>	This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.  A guidance document for this standard can be found here <a href="#">[hyperlink]</a> .
7		<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., create mood, how setting shapes the characters or plot).	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or <u>plot</u> ).	Added <i>plot</i> to the glossary in order to clarify content and/or expectations for the standard.
7		<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of <b>specific language choices, such as sensory words or phrases, on meaning and tone, including</b> rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Language to scaffold the student to determining mood in grade 8 was added to this standard.
7		<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., <u>soliloquy</u> , <u>sonnet</u> ) contributes to its meaning.	Added <i>soliloquy</i> and <i>sonnet</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Reading Literature	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>RL.7.6</b> Analyze how an author <b>uses the point of view to</b> develop and contrast the <b>perspectives</b> of different characters or narrators in a text.	This standard now clearly shows that point of view is not developed; rather, it is used to develop the perspectives represented in the text.
7		<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	no change	
7		<b>RL.7.8</b> (Not applicable to literature)	no change	
7		<b>RL.7.9</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	no change	
7		<b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.7.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <b>Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
7			<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	no change

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Reading Informational	<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>RI.7.2 Analyze informational text development.</b> <b>a. Determine two or more central ideas in a text and analyze their development over the course of the text.</b> <b>b. Provide an objective summary of the text that includes the central ideas and their development.</b>	This standard has been separated into sub-standards to clarify how ideas from the text should be used in writing an objective summary of the text.  A guidance document for this standard can be found here [hyperlink].
7		<b>RI.7.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	no change	
7		<b>RI.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	no change	
7		<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	no change	
7		<b>RI.7.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<b>RI.7.6</b> Determine an author's <b>perspective</b> or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards. Both terms were added to glossary in order to clarify content and/or expectations for the standard.
7		<b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Reading Informational	<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<b>RI.7.8</b> Trace and evaluate the argument and specific claims in a text, <u>assessing</u> whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Added <i>assess</i> to the glossary in order to clarify content and/or expectations for the standard.
7		<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	no change	
7		<b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with <u>scaffolding</u> as needed at the high end of the range.	Added <i>scaffolding</i> to the glossary in order to clarify content and/or expectations for the standard.
7	Writing	<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence. <b>a.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <b>d.</b> Establish and maintain a formal style. <b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.	<b>W.7.1</b> Write <u>arguments</u> to support claims with clear reasons and relevant evidence. <b>a. Establish a thesis statement to present an argument.</b> <b>b.</b> Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <b>c.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <b>d.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <b>e.</b> Establish and maintain a formal style. <b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.	Students are now expected to start their argumentative writing with a guiding thesis statement.  Added <i>argument</i> to the glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Writing	<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a. Establish a thesis statement to present information.</b></p> <p><b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis statement.</p> <p>Tech edit; phrasing</p> <p>The expectations for substandard <i>b.</i> remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Writing	<p><b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	no change	
7		<p><b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	
7		<p><b>W.7.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Writing	<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.	Tech edit; punctuation  The expectations for this standard remain the same.
7		<b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	no change	
7		<b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.7.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding <u>plagiarism</u> and following a standard format for citation.	Added <i>plagiarism</i> to the glossary in order to clarify content and/or expectations for the standard.
7		<b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. <b>a.</b> Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). <b>b.</b> Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7		<b>W.7.10</b> 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 discipline-specific tasks, purposes, and audiences.	no change	
7	Speaking and Listening	<b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <b>b.</b> Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <b>c.</b> Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <b>d.</b> Acknowledge new information expressed by others and, when warranted, modify their own views.	no change	
7		<b>SL.7.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Speaking and Listening	<b>SL.7.3</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	no change	
7		<b>SL.7.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	no change	
7		<b>SL.7.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	no change	
7		<b>SL.7.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	no change	
7	Language	<b>L.7.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Explain the function of phrases and clauses in general and their function in specific sentences. <b>b.</b> Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. <b>c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Language	<p><b>L.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</p> <p><b>b.</b> Spell correctly.</p>	no change	
7		<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>L.7.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Choose language that expresses ideas precisely and concisely.</p> <p><b>b. Recognize and eliminate</b> wordiness and redundancy.</p>	<p>This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Language	<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p><b>c.</b> 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 or its part of speech.</p> <p><b>d.</b> 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).</p>	<p><b>L.7.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p><b>c.</b> 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 or <b>its</b> part of speech.</p> <p><b>d.</b> 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).</p>	<p>Tech edit; style</p> <p>The expectations for this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
7	Language	<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	<p><b>L.7.5</b> Demonstrate understanding of figurative language, word relationships, and <u>nuances</u> in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p>	Added <i>nuance</i> to the glossary in order to clarify content and/or expectations for the standard.
7		<p><b>L.7.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	no change	
8	Reading Literature	<p><b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	no change	
8		<p><b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>RL.8.2 Analyze literary text development.</b></p> <p><b>a. Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.</b></p> <p><b>b. Incorporate a theme and its relationship to other story elements into an objective summary of the text.</b></p>	<p>This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.</p> <p>A guidance document for this standard can be found here [hyperlink].</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Reading Literature	<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	no change	
8		<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, <b>mood</b> , and tone, including <u>analogies</u> or <u>allusions</u> to other texts.	Students are now expected to determine the impact of word choices on the mood of the text.  Added <i>analogy</i> and <i>allusion</i> to glossary in order to clarify content and/or expectations for the standard.
8		<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	no change	
8		<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>RL.8.6</b> Analyze how differences in the points of view <b>and perspectives</b> of the characters and the audience or reader (e.g., created through the use of dramatic irony) create <b>effects such as</b> <u>suspense</u> or humor.	Added <i>perspective</i> to this standard. Terms from this standard were added to the glossary in order to clarify content and/or expectations.
8		<b>RL.8.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	no change	
8		<b>RL.8.8</b> (Not applicable to literature)	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Reading Literature	<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	<b>RL.8.9</b> Analyze how a modern work of fiction <b>alludes to</b> themes, patterns of events, or character types from myths, traditional stories, <b>and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i></b> , including describing how the material is rendered new.	This standard has been refocused to deal chiefly with allusions, and wording about religious works was revised to clarify that these are only to be viewed and studied as literary texts.
8		<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	<b>RL.8.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <b>Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
8	Reading Informational	<b>RI.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	no change	
8		<b>RI.8.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>RI.8.2 Analyze informational text development.</b> <b>a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</b> <b>b. Incorporate central ideas and their relationships into an objective summary of the text.</b>	This standard has been separated into sub-standards to clarify how ideas from the text should be used in writing an objective summary of the text.  A guidance document for this standard can be found here [hyperlink].

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Reading Informational	<b>RI.8.3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	no change	
8		<b>RI.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	no change	
8		<b>RI.8.5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	no change	
8		<b>RI.8.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>RI.8.6</b> Determine an author's <b>perspective</b> or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
8		<b>RI.8.7</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	no change	
8		<b>RI.8.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8		<b>RI.8.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	no change	
8		<b>RI.8.10</b> By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	no change	
8	Writing	<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a. Establish a clear thesis statement to present an argument.</b></p> <p><b>b.</b> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>c.</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>d.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), <u>counterclaims</u>, reasons, and evidence.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	Students are now expected to start their argumentative writing with a guiding thesis statement.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Writing	<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a. Establish a clear thesis statement to present information.</b></p> <p><b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>c.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis statement.</p> <p>Tech edit; phrasing</p> <p>The expectations for substandard <i>b.</i> remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Writing	<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p><b>d.</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	no change	
8		<p><b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	
8		<p><b>W.8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Writing	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.	Tech edit; punctuation  The expectations for this standard remain the same.
8		<b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	no change	
8		<b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>W.8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	Tech edit; punctuation  The expectations for this standard remain the same.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Writing	<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p> <p><b>b.</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><b>W.8.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction <b>alludes to</b> themes, patterns of events, or character types from myths, traditional stories, <b>and religious literary texts, such as (but not limited to) the Bible and <i>The Epic of Gilgamesh</i>,</b> including describing how the material is rendered new”).</p> <p><b>b.</b> Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	This standard was revised to match the changes made to RL.8.9.
8		<p><b>W.8.10</b> 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 discipline-specific tasks, purposes, and audiences.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Speaking and Listening	<p><b>SL.8.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>a.</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>b.</b> Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p><b>c.</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><b>d.</b> Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	no change	
8		<p><b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	no change	
8		<p><b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Speaking and Listening	<b>SL.8.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	no change	
8		<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	no change	
8		<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	no change	
8	Language	<b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a.</b> Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. <b>b.</b> Form and use verbs in the active and passive voice. <b>c.</b> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. <b>d.</b> Recognize and correct inappropriate shifts in verb voice and mood.	no change	
8		<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <b>a.</b> Use punctuation (comma, ellipsis, dash) to indicate a pause or break. <b>b.</b> Use an ellipsis to indicate an omission. <b>c.</b> Spell correctly.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Language	<p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p><b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>a.</b> Use verbs in the active and passive voice (<b>e.g., emphasizing the actor or the action</b>).</p> <p><b>b. Use verbs</b> in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</p>	<p>This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>
8		<p><b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).</p> <p><b>c.</b> 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 or its part of speech.</p> <p><b>d.</b> 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).</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
8	Language	<p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	<p><b>L.8.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g. verbal irony, <u>puns</u>) in context.</p> <p><b>b.</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar <u>denotations</u> (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p>	Added <i>pun</i> and <i>denotation</i> to the glossary in order to clarify content and/or expectations for the standard.
8		<p><b>L.8.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	no change	
9-10	Reading Literature	<p><b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	no change	
9-10		<p><b>RL.9-10.2</b> Determine a theme or central idea of a text and analyze in detail 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.</p>	<p><b>RL.9-10.2 Analyze literary text development.</b></p> <p><b>a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</b></p> <p><b>b. Provide an objective summary of the text that includes the theme and relevant story elements.</b></p>	<p>This standard has been separated into sub-standards to clarify how theme and other story elements should be used in writing an objective summary of the story.</p> <p>A guidance document for this standard can be found here [hyperlink].</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Reading Literature	<b>RL.9-10.3</b> 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.	no change	
9-10		<b>RL.9-10.4</b> 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).	<b>RL.9-10.4</b> 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, <b>mood</b> , and tone (e.g., how the language evokes a sense of time and place <b>or an emotion</b> ; how it sets a formal or informal tone).	Students are now expected to determine the impact of word choices on the mood of the text.
9-10		<b>RL.9-10.5</b> 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.	<b>RL.9-10.5</b> 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, <u>flashbacks</u> ) create such effects as mystery, tension, or surprise.	Added <i>flashback</i> to the glossary in order to clarify content and/or expectations for the standard.
9-10		<b>RL.9-10.6</b> 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.	<b>RL.9-10.6</b> Analyze <b>how</b> a point of view, <b>perspective</b> , or cultural experience <b>is</b> reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	This standard was revised to clarify expectations. Instead of analyzing a point of view, the student will not analyze how components are reflected in the text, which now aligns with the anchor standard.
9-10		<b>RL.9-10.7</b> 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 <i>Landscape with the Fall of Icarus</i> ).	no change	
9-10		<b>RL.9-10.8</b> (Not applicable to literature)	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Reading Literature	<b>RL.9-10.9</b> 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).	<b>RL.9-10.9</b> Analyze how an author <b>alludes to</b> 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).	This standard has been refocused to deal chiefly with allusions.
9		<b>RL.9-10.10</b> 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.	<b>RL.9-10.10</b> 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, <b>building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</b>	The content added to this standard allows the educator to draw on a student’s previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
10		<b>RL.9-10.10</b> By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>RL.9-10.10</b> By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, <b>building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</b>	
9-10		<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Reading Informational	<b>RI.9-10.2</b> 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.	<b>RI.9-10.2 Analyze informational text development.</b> <b>a. 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.</b> <b>b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</b>	This standard has been separated into sub-standards to clarify how ideas and details from a text should be used in writing an objective summary of the text.  A guidance document for this standard can be found here [hyperlink].
9-10		<b>RI.9-10.3</b> 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.	no change	
9-10		<b>RI.9-10.4</b> 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).	no change	
9-10		<b>RI.9-10.5</b> 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).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Reading Informational	<b>RI.9-10.6</b> 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.	<b>RI.9-10.6</b> Determine an author’s <b>perspective</b> or purpose in a text and analyze how an author uses <u>rhetoric</u> to advance that point of view or purpose.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.  Added <i>rhetoric</i> to the glossary.
9-10		<b>RI.9-10.7</b> 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.	no change	
9-10		<b>RI.9-10.8</b> 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.	no change	
9-10		<b>RI.9-10.9</b> 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.	<b>RI.9-10.9</b> Analyze <u>seminal U.S. documents</u> 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.	Added <i>seminal U.S. documents</i> to the glossary in order to clarify content and/or expectations for the standard.
9		<b>RI.9-10.10</b> 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.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
10		<p><b>RI.9-10.10</b> By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	no change	
9-10	<b>Writing</b>	<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a.</b> 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.</p> <p><b>b.</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.</p> <p><b>c.</b> 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.</p> <p><b>d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a. Establish a clear and thorough thesis to present an argument.</b></p> <p><b>b.</b> 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.</p> <p><b>c.</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.</p> <p><b>d.</b> 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.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	Students are now expected to start their argumentative writing with a guiding thesis, which many be more than a single sentence at the high school level.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing	<p><b>W.9-10.2</b> 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.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> 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).</p>	<p><b>W.9-10.2</b> 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.</p> <p><b>a. Establish a clear and thorough thesis to present information.</b></p> <p><b>b.</b> 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 <b>to aid comprehension, if needed.</b></p> <p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> 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).</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis, which may be more than a single sentence at the high school level.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing	<p><b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	no change	
9-10		<p><b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	
9-10		<p><b>W.9-10.5</b> 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.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing	<b>W.9-10.6</b> 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.	no change	
9-10		<b>W.9-10.7</b> 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.	no change	
9-10		<b>W.9-10.8</b> 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.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing	<p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grades 9–10 Reading standards</i> 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]”).</p> <p><b>b.</b> Apply <i>grades 9–10 Reading standards</i> 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”).</p>	<p><b>W.9-10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author <b>alludes to</b> 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]”).</p> <p><b>b.</b> Apply <i>grades 9–10 Reading standards</i> 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”).</p>	This standard was revised to match the changes made to RL.9-10.9.
9-10		<p><b>W.9-10.10</b> 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.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Speaking and Listening	<p><b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>a.</b> 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.</p> <p><b>b.</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.</p> <p><b>c.</b> 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.</p> <p><b>d.</b> 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 in light of the evidence and reasoning presented.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Speaking and Listening	<b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	no change	
9-10		<b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SL.9-10.3</b> Evaluate a speaker's <b>perspective</b> , reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<i>Perspective</i> now replaces <i>point of view</i> in all information-based standards.
9-10		<b>SL.9-10.4</b> 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.	no change	
9-10		<b>SL.9-10.5</b> 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.	no change	
9-10		<b>SL.9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Language	<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use parallel structure.</p> <p><b>b.</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.</p>	<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Use <u>parallel structure</u>.</p> <p><b>b.</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.</p>	Added <i>parallel structure</i> to the glossary in order to clarify content and/or expectations for the standard.
9-10		<p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>b.</b> Use a colon to introduce a list or quotation.</p> <p><b>c.</b> Spell correctly.</p>	no change	
9-10		<p><b>L.9-10.3</b> 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.</p> <p><b>a.</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p><b>L.9-10.3</b> 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.</p> <p><b>a.</b> Write work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p><b>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</b></p>	<p>This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Language	<p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>c.</b> 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, its part of speech, or its etymology.</p> <p><b>d.</b> 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).</p>	<p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>c.</b> 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, <b>its</b> part of speech, or <b>its</b> etymology.</p> <p><b>d.</b> 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).</p>	<p>Tech edit; style</p> <p>The expectations for this standard remain the same.</p>
9-10		<p><b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10		<b>L.9-10.6</b> 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.	no change	
11-12	Reading Literature	<b>RL.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	no change	
11-12		<b>RL.11-12.2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<b>RL.11-12.2 Analyze literary text development.</b> <b>a. Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</b> <b>b. Produce a <u>thorough analysis</u> of the text.</b>	This standard has been separated into sub-standards to clarify how theme should be used in writing a thorough analysis of the story.  This standard is hyperlinked to a guideline document that will define <i>thorough analysis</i> and help educators with strategies for introducing and teaching these skills.
11-12		<b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Reading Literature	<b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	<b>RL.11-12.4</b> Determine the <b>connotative, denotative, and figurative meanings</b> of words and phrases as they are used in the text; analyze the impact of <b>author's diction</b> , including multiple-meaning words or language that is particularly <b>evocative to the tone and mood of the text</b> .	Students are now expected to determine the impact of author's diction on the mood of the text.  Added <i>diction</i> to the glossary in order to clarify content and/or expectations for the standard.
11-12		<b>RL.11-12.5</b> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	no change	
11-12		<b>RL.11-12.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	<b>RL.11-12.6</b> Analyze a case in which grasping point of view <b>or perspective</b> requires distinguishing what is directly stated in a text from what is really meant (e.g., <u>satire</u> , sarcasm, <u>irony</u> , or understatement) <b>and evaluate the impact of these literary devices on the content and style of the text</b> .	Added <i>perspective</i> to this standard, and the standard was better aligned to the anchor standard.  Added <i>satire</i> and <i>irony</i> to the glossary in order to clarify content and/or expectations for the standard.
11-12		<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	no change	
11-12		<b>RL.11-12.8</b> (Not applicable to literature)	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Reading Literature	<b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more <b>diverse</b> texts from the same period treat similar themes <b>and/or</b> topics.	This standard was revised to align with standards at previous grade levels and to expect the student to draw information from diverse sources.
11		<b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>RL.11-12.10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, <b>building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</b>	The content added to this standard allows the educator to draw on a student's previous experience either personally or with other texts in order to help the student better understand the concepts in the texts being studied in the classroom.  These skills are derived from Reader Response, or Transactional, Theory. Articles further describing Reader Response can be found <a href="#">here</a> [hyperlink to articles on ELA webpage].
12		<b>RL.11-12.10</b> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	<b>RL.11-12.10</b> By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, <b>building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</b>	
11-12		<b>RI.11-12.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Reading Informational	<b>RI.11-12.2</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<b>RI.11-12.2 Analyze informational text development.</b> <b>a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.</b> <b>b. Craft an <u>informative abstract</u> that delineates how the central ideas of a text interact and build on one another.</b>	This standard has been separated into sub-standards to clarify how ideas from a text should be used in writing an informative abstract of the text.  This standard is hyperlinked to a guideline document that will define <i>informative abstract</i> and help educators with strategies for introducing and teaching these skills.
11-12		<b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	no change	
11-12		<b>RI.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).	no change	
11-12		<b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Reading Informational	<b>RI.11-12.6</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<b>RI.11-12.6</b> Determine an author’s <b>perspective</b> or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	<i>Perspective</i> now replaces <i>point of view</i> in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
11-12		<b>RI.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	no change	
11-12		<b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts and the <u>premises</u> , purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	The section of the standard that dealt primarily with content-area knowledge of social studies was deleted.  Added <i>premise</i> to the glossary in order to clarify content and/or expectations for the standard.
11-12		<b>RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	no change	
11		<b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
12		<b>RI.11-12.10</b> By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>c.</b> Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a. Establish and clear and thorough thesis to present a complex argument.</b></p> <p><b>b.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p><b>c.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>d.</b> Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students are now expected to start their argumentative writing with a guiding thesis, which many be more than a single sentence at the high school level.</p>

11-12	<b>Writing</b>	<p><b>W.11-12.2</b> 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.</p> <p><b>a.</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> 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).</p>	<p><b>W.11-12.2</b> 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.</p> <p><b>a. Establish a clear and thorough thesis to present and explain information.</b></p> <p><b>b.</b> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>c.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>d.</b> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>e.</b> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><b>f.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis, which many be more than a single sentence at the high school level.</p> <p>Tech edit; phrasing</p> <p>The expectations for substandard <i>b.</i> remain the same.</p>
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Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
			articulating implications or the significance of the topic).	
11-12	Writing	<p><b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>a.</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p><b>b.</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>c.</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p><b>d.</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e.</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	no change	
11-12		<p><b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing	<b>W.11-12.5</b> 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.	no change	
11-12		<b>W.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	no change	
11-12		<b>W.11-12.7</b> 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.	no change	
11-12		<b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p><b>b.</b> Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p><b>W.11-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more <b>diverse</b> texts from the same period treat similar themes <b>and/or</b> topics”).</p> <p><b>b.</b> Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	This standard was revised to match the changes made to RL.11-12.9.
11-12	Writing	<p><b>W.11-12.10</b> 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.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Speaking and Listening	<p><b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><b>c.</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><b>d.</b> Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Speaking and Listening	<b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	no change	
11-12		<b>SL.11-12.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<b>SL.11-12.3</b> Evaluate a speaker’s <b>perspective</b> , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<i>Perspective</i> replaces <i>point of view</i> in all information-based standards.
11-12		<b>SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	no change	
11-12		<b>SL.11-12.5</b> 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.	no change	
11-12		<b>SL.11-12.6</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Language	<p><b>L.11-12.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><b>b.</b> Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.</p>	no change	
11-12		<p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Observe hyphenation conventions.</p> <p><b>b.</b> Spell correctly.</p>	no change	
11-12		<p><b>L.11-12.3</b> 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.</p> <p><b>a.</b> Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>L.11-12.3</b> 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.</p> <p><b>a.</b> Vary <u>syntax</u> for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed.</p> <p><b>b.</b> Apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Added <i>syntax</i> to the glossary in order to clarify content and/or expectations for the standard.</p> <p>This standard was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels.</p> <p>The content and skills expected in this standard remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Language	<p><b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p><b>c.</b> 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, its part of speech, its etymology, or its standard usage.</p> <p><b>d.</b> 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).</p>	<p><b>L.11-12.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a.</b> 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.</p> <p><b>b.</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p><b>c.</b> 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, <b>its</b> part of speech, <b>its</b> etymology, or <b>its</b> standard usage.</p> <p><b>d.</b> 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).</p>	<p>Tech edit; style</p> <p>The expectations for this standard remain the same.</p>
11-12	Language	<p><b>L.11-12.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><b>b.</b> Analyze nuances in the meaning of words with similar denotations.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12		<b>L.11-12.6</b> 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.	no change	
Anchor	Reading	<b>CCRA.R.1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	no change	
Anchor		<b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; <b>provide a summary or thorough analysis of the text, including the appropriate components.</b>	This standard has been revised to clarify how themes or central ideas should be used in writing summaries or analyses of the text. All grade level standards align to this anchor standard.  A guidance document for this standard can be found here <a href="#">[hyperlink]</a> .
Anchor		<b>CCRA.R.3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	no change	
Anchor		<b>CCRA.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>CCRA.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific <b>language</b> choices shape meaning, <b>mood</b> , or <b>tone of the text.</b>	Added <i>mood</i> to this standard and each corresponding grade level standard where developmentally appropriate.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
Anchor	Reading	<b>CCRA.R.5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	no change	
Anchor		<b>CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a text.	<b>CCRA.R.6</b> Assess how point of view, <b>perspective</b> , or purpose shapes the content and style of a text.	Added <i>perspective</i> to this anchor to align with the new definitions of the terms represented in the grade-level standards.
Anchor		<b>CCRA.R.7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	no change	
Anchor		<b>CCRA.R.8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>CCRA.R.8</b> <u>Delineate</u> and <u>evaluate</u> the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.	Added <i>delineate</i> and <i>evaluate</i> to glossary in order to clarify content and/or expectations for the standard
Anchor		<b>CCRA.R.9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	no change	
Anchor		<b>CCRA.R.10</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>CCRA.R.10</b> Read, comprehend, and <b>respond to</b> complex literary and informational texts independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.
Anchor	Writing	<b>CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
Anchor	Writing	<b>CCRA.W.2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	no change	
Anchor		<b>CCRA.W.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	no change	
Anchor		<b>CCRA.W.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	no change	
Anchor		<b>CCRA.W.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	no change	
Anchor		<b>CCRA.W.6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	no change	
Anchor		<b>CCRA.W.7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	no change	
Anchor		<b>CCRA.W.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<b>CCRA.W.8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.	Tech edit; punctuation  The expectations for this standard remain the same.
Anchor		<b>CCRA.W.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
Anchor		<b>CCRA.W.10</b> 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.	no change	
Anchor	Speaking and Listening	<b>CCRA.SL.1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	no change	
Anchor		<b>CCRA.SL.2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	no change	
Anchor		<b>CCRA.SL.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>CCRA.SL.3</b> Evaluate a speaker's <b>perspective</b> , reasoning, and use of evidence and rhetoric.	This standard now reflects the grade-level revisions of replacing <i>point of view</i> with <i>perspective</i> in all information-based standards.
Anchor		<b>CCRA.SL.4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	no change	
Anchor		<b>CCRA.SL.5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	no change	
Anchor		<b>CCRA.SL.6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
Anchor	Language	<b>CCRA.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CCRA.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	The content and skills expectation in this standard remain the same; however, this standard is hyperlinked to resources that will help educators with strategies for introducing and teaching these skills.
Anchor		<b>CCRA.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CCRA.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	The content and skills expectation in this standard remain the same; however, this standard is hyperlinked to resources that will help educators with strategies for introducing and teaching these skills.
Anchor		<b>CCRA.L.3</b> 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.	no change	
Anchor		<b>CCRA.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	no change	
Anchor		<b>CCRA.L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
Anchor		<b>CCRA.L.6</b> Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	no change	
6-8	Literacy in History/Social Studies	<b>RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.	no change	
6-8		<b>RH.6-8.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	<b>RH.6-8.2 Analyze content-area-specific text development.</b> <b>a. Determine the central ideas or information of a <u>primary</u> or <u>secondary</u> source.</b> <b>b. Provide an accurate and objective summary that includes the central ideas of the source.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.
6-8		<b>RH.6-8.3</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	no change	
6-8		<b>RH.6-8.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	no change	
6-8		<b>RH.6-8.5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6-8	Literacy in History/Social Studies	<b>RH.6-8.6</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<b>RH.6-8.6</b> Identify aspects of a text that reveal an author’s <b>perspective</b> or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<i>Perspective</i> now replaces <i>point of view</i> in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
6-8		<b>RH.6-8.7</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	no change	
6-8		<b>RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.	no change	
6-8		<b>RH.6-8.9</b> Analyze the relationship between a primary and secondary source on the same topic.	no change	
6-8		<b>RH.6-8.10</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	<b>RH.6-8.10</b> By the end of grade 8, read, comprehend, <b>and respond to</b> history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.
9-10		<b>RH.9-10.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	no change	
9-10		<b>RH.9-10.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	<b>RH.9-10.2 Analyze content-area-specific text development.</b> <b>a. Determine the central ideas or information of a primary or secondary source.</b> <b>b. Provide an accurate and objective summary of how key events or central ideas develop over the course of the text.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Literacy in History/Social Studies	<b>RH.9-10.3</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	no change	
9-10		<b>RH.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	no change	
9-10		<b>RH.9-10.5</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	no change	
9-10		<b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<b>RH.9-10.6</b> Compare the <b>perspectives</b> of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	<i>Perspective</i> now replaces <i>point of view</i> in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.
9-10		<b>RH.9-10.7</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	no change	
9-10		<b>RH.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claims.	no change	
9-10		<b>RH.9-10.9</b> Compare and contrast treatments of the same topic in several primary and secondary sources.	no change	
9-10		<b>RH.9-10.10</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<b>RH.9-10.10</b> By the end of grade 10, read, comprehend, <b>and respond to</b> history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Literacy in History/Social Studies	<b>RH.11-12.1</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	no change	
11-12		<b>RH.11-12.2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	<b>RH.11-12.2 Analyze content area-specific text development.</b> <b>a. Determine the central ideas or information of a primary or secondary source.</b> <b>b. Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.
11-12		<b>RH.11-12.3</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	no change	
11-12		<b>RH.11-12.4</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	no change	
11-12		<b>RH.11-12.5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	no change	
11-12		<b>RH.11-12.6</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<b>RH.11-12.6</b> Evaluate authors' differing <b>perspectives</b> on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	<i>Perspective</i> now replaces <i>point of view</i> in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Literacy in History/Social Studies	<b>RH.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	no change	
11-12		<b>RH.11-12.8</b> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	no change	
11-12		<b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	no change	
11-12		<b>RH.11-12.10</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	<b>RH.11-12.10</b> By the end of grade 12, read, comprehend, <b>and respond to</b> history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.
6-8	Literacy in Science and Technical Subjects	<b>RST.6-8.1</b> Cite specific textual evidence to support analysis of science and technical texts.	no change	
6-8		<b>RST.6-8.2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	<b>RST.6-8.2 Analyze content area-specific text development.</b> <b>a. Determine central ideas or conclusions of a text.</b> <b>b. Provide an accurate and objective summary that includes the central ideas or conclusions of the text.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.
6-8		<b>RST.6-8.3</b> Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6-8	Literacy in Science and Technical Subjects	<b>RST.6-8.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	no change	
6-8		<b>RST.6-8.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	no change	
6-8		<b>RST.6-8.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	<b>RST.6-8.6</b> Analyze the <u>author’s purpose</u> in providing an explanation, describing a procedure, or discussing an experiment in a text.	Added <i>author’s purpose</i> to glossary in order to clarify content and/or expectations for the standard
6-8		<b>RST.6-8.7</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	no change	
6-8		<b>RST.6-8.8</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	no change	
6-8		<b>RST.6-8.9</b> Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	no change	
6-8		<b>RST.6-8.10</b> By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	<b>RST.6-8.10</b> By the end of grade 8, read, comprehend, <b>and respond to</b> science/technical texts in the grades 6–8 text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Literacy in Science and Technical Subjects	<b>RST.9-10.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	no change	
9-10		<b>RST.9-10.2</b> Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	<b>RST.9-10.2 Analyze content area-specific text development.</b> <b>a. Determine the central ideas or conclusions of a text.</b> <b>b. Provide an accurate and objective summary of the central ideas of the text that traces the text’s explanation or depiction of a complex process, phenomenon, or concept.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.
9-10		<b>RST.9-10.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	no change	
9-10		<b>RST.9-10.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i> .	no change	
9-10		<b>RST.9-10.5</b> Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i> ).	no change	
9-10		<b>RST.9-10.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Literacy in Science and Technical Subjects	<b>RST.9-10.7</b> Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	no change	
9-10		<b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	no change	
9-10		<b>RST.9-10.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	no change	
9-10		<b>RST.9-10.10</b> By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	<b>RST.9-10.10</b> By the end of grade 10, read, comprehend, <b>and respond to</b> science/technical texts in the grades 9–10 text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.
11-12		<b>RST.11-12.1</b> Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Literacy in Science and Technical Subjects	<b>RST.11-12.2</b> Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	<b>RST.11-12.2 Analyze content area-specific text development.</b> <b>a. Determine the central ideas of conclusions of a text.</b> <b>b. Provide an objective summary of the central ideas of the text, paraphrasing complex concepts, processes, or information presented in simpler but still accurate terms.</b>	This standard has been separated into sub-standards and vertically aligned to clarify how information should be used when writing an objective summary of the source.
11-12		<b>RST.11-12.3</b> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	no change	
11-12		<b>RST.11-12.4</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i> .	no change	
11-12		<b>RST.11-12.5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	no change	
11-12		<b>RST.11-12.6</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	no change	
11-12		<b>RST.11-12.7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Literacy in Science and Technical Subjects	<b>RST.11-12.8</b> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	no change	
11-12		<b>RST.11-12.9</b> Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	no change	
11-12		<b>RST.11-12.10</b> By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	<b>RST.11-12.10</b> By the end of grade 12, read, comprehend, <b>and respond to</b> science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	The content added to this standard allows the educator to draw on a wider variety of sources in order to help the student better understand the concepts in the texts being studied in the classroom.

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6-8	Writing in History/Social Studies, Science, and Technical Subjects	<p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>b.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>c.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>d.</b> Establish and maintain a formal style.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a. Establish a clear thesis statement to present an argument.</b></p> <p><b>b.</b> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>c.</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p><b>d.</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Students are now expected to start their argumentative writing with a guiding thesis statement.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
6-8	Writing in History/Social Studies, Science, and Technical Subjects	<p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>c.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>WHST.6-8.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a. Establish a clear thesis to present information.</b></p> <p><b>b.</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>c.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style and objective tone.</p> <p><b>g.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	Students are now expected to start their informative/explanatory writing with a guiding thesis statement.
6-8		<p><b>WHST.6-8.3</b> (See note; not applicable as a separate requirement)</p>	no change	
6-8		<p><b>WHST.6-8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
	Writing in History/Social Studies, Science, and Technical Subjects	<b>WHST.6-8.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	no change	
		<b>WHST.6-8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	no change	
		<b>WHST.6-8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	no change	
		<b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>WHST.6-8.8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.	Tech edit; punctuation  The expectations for this standard remain the same.
		<b>WHST.6-8.9</b> Draw evidence from informational texts to support analysis, reflection, and research.	no change	
		<b>WHST.6-8.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing in History/Social Studies, Science, and Technical Subjects	<p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>b.</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>c.</b> 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.</p> <p><b>d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a. Establish a clear and thorough thesis to present an argument.</b></p> <p><b>b.</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p><b>c.</b> Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p><b>d.</b> 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.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Students are now expected to start their argumentative writing with a guiding thesis, which may be more than a single sentence at the high school level.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing in History/Social Studies, Science, and Technical Subjects	<p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a.</b> Introduce a topic and organize 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.</p> <p><b>b.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> 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).</p>	<p><b>WHST.9-10.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a. Establish a clear and thorough thesis to present information.</b></p> <p><b>b.</b> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia <b>to aid comprehension, if needed.</b></p> <p><b>c.</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>d.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b>f.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>g.</b> 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).</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis, which may be more than a single sentence at the high school level.</p> <p>Tech edit; phrasing</p> <p>The expectations for substandard <i>b.</i> remain the same.</p>

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing in History/Social Studies, Science, and Technical Subjects	<b>WHST.9-10.3</b> (See note; not applicable as a separate requirement)	no change	
9-10		<b>WHST.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	no change	
9-10		<b>WHST.9-10.5</b> 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.	no change	
9-10		<b>WHST.9-10.6</b> 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.	no change	
9-10		<b>WHST.9-10.7</b> 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.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
9-10	Writing in History/Social Studies, Science, and Technical Subjects	<b>WHST.9-10.8</b> 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.	no change	
9-10		<b>WHST.9-10.9</b> Draw evidence from informational texts to support analysis, reflection, and research.	no change	
9-10		<b>WHST.9-10.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing in History/Social Studies, Science, and Technical Subjects	<p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>b.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>c.</b> Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>d.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <p><b>a. Establish a clear and thorough thesis to present a complex argument.</b></p> <p><b>b.</b> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>c.</b> Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p><b>d.</b> Use words, phrases, and clauses as well as varied syntax 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.</p> <p><b>e.</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f.</b> Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>Students are now expected to start their argumentative writing with a guiding thesis, which may be more than a single sentence at the high school level.</p>

11-12	<b>Writing in History/Social Studies, Science, and Technical Subjects</b>	<p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a.</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>c.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>e.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p><b>WHST.11-12.2</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>a. Establish a clear and thorough thesis to present and explain information.</b></p> <p><b>b.</b> Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>c.</b> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p><b>d.</b> Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>e.</b> Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><b>f.</b> Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>Students are now expected to start their informative/explanatory writing with a guiding thesis, which may be more than a single sentence at the high school level.</p>
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Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing in History/Social Studies, Science, and Technical Subjects	<b>WHST.11-12.3</b> (See note; not applicable as a separate requirement)	no change	
11-12		<b>WHST.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	no change	
11-12		<b>WHST.11-12.5</b> 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.	no change	
11-12		<b>WHST.11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	no change	
11-12		<b>WHST.11-12.7</b> 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.	no change	

Grade Level	Strand	2010 Standard	2017 Standard	Changes and Implications
11-12	Writing in History/Social Studies, Science, and Technical Subjects	<b>WHST.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.	no change	
11-12		<b>WHST.11-12.9</b> Draw evidence from informational texts to support analysis, reflection, and research.	no change	
11-12		<b>WHST.11-12.10</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	no change	