

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

In this document, the 2010 standard will be compared to the 2017 revised standard. If there is no change, this will be indicated after the standard code is read. The standard text will only be read if there is a change to the standard. Changes will be in bold font. These strands will be categorized by grade level.

KINDERGARTEN

Reading Literature Strand

RL.K.1 through 9 no changes

RL.K.10

2010 standard: Actively engage in group reading activities with purpose and understanding.

2017 standard: Actively engage in group reading activities with purpose and understanding. **Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

Changes and Implications: 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.

Reading Informational Strand

RI.K.1 through 10 no changes

Reading Foundations Strand

RF.K.1 no change

RF.K.2

2010 standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. 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/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

2017 standard: Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.

- d. Isolate and pronounce the initial, medial vowel, and final **phonemes (sounds)** in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).
- e. Add or substitute individual **phonemes (sounds)** in simple, one-syllable words to make new words.

Changes and Implications: 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. The expectations for this standard remain the same.

RF.K.3

2010 standard: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

2017 standard: RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one **grapheme (letter)**-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Changes and implications: This standard was revised for clarification. Adding grapheme (written representation of a sound) accurately reflects the original intent of the standard.

RF.K.4 no change

Writing Strand

W.K.1

2010 standard: 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...).

2017 standard: Use a combination of drawing, dictating, and writing to compose opinion pieces **that** tell a reader the topic or the name of the book **being written** about and **express** an opinion or preference about the topic or book (e.g., My favorite book is...).

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.K.3 through W.K.10 no changes

Speaking and Listening Strand

SL.K.1

2010 standard: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

2017 standard: Participate in collaborative conversations about *kindergarten topics and texts* with diverse partners in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

SL.K.2

2010 standard: 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.

2017 standard: Confirm understanding of a text read aloud or information presented **in various media and other formats (e.g., orally)** by asking and answering questions about key details and requesting clarification if something is not understood.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

SL.K.3 through SL.K.6 no changes

Language Strand

L.K.1

2010 standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

2017 standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

- d. Understand and use **interrogatives (question words)** (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

Changes and implications: 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. The content and skills expected in this standard remain the same.

L.K.2

2010 standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

2017 standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel **phonemes (sounds)**.
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Changes and implications: 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. The content and skills expected in this standard remain the same.

L.K.3 and L.K.4 no change

L.K.5

2010 standard: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

2017 standard: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their **antonyms (opposites)**.
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Changes and implications: 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. The content and skills expected in this standard remain the same.

GRADE 1

Reading Literature Strand

RL.1.1 no change

RL.1.2

2010 standard: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

2017 standard: Analyze literary text development.

- a. **Demonstrate understanding of the lesson.**
- b. **Retell stories, including key details.**

Changes and implications: 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.

RL.1.3 through RL.1.9 no changes

RL.1.10

2010 standard: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

2017 standard: With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

Changes and implications: 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.

Reading Informational Strand

RI.1.1 no change

RI.1.2

2010 standard: Identify the main topic and retell key details of a text.

2017 standard: Analyze informational text development.

- a. **Identify the main topic.**
- b. **Retell key details of a text.**

Changes and implications: This standard has been separated into sub-standards to align with the upper grades.

RI.1.3 through RI.1.10 no changes

Reading Foundations Strand

RF.1.1

2010 standard: Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

2017 standard: Demonstrate understanding of the organization and basic features of print **by recognizing** the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Changes and implications: This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

RF.1.2

2010 standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b. Distinguish long from short vowel sounds in spoken single-syllable words.
- c. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

2017 standard: Demonstrate understanding of spoken words, syllables, and **phonemes (sounds)**.

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending **phonemes**, including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final **phonemes** in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual **phonemes**.

Changes and implications: 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. The content and skills expected in this standard remain the same.

RF.1.3 and RF.1.4 no changes

Writing Strand

W.1.1

2010 standard: 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.

2017 standard: Write opinion pieces **that** introduce a topic or name the book **being written** about, **express** an opinion, supply a reason for the opinion, and provide some sense of closure.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.1.2

2010 standard: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

2017 standard: Write informative/explanatory texts **that** name a topic, supply some facts about the topic, and provide some sense of closure.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.1.3

2010 standard: 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.

2017 standard: Write narratives **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.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.1.4 through W.1.10 no changes

Speaking and Listening Strand

SL.1.1

2010 standard: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

2017 standard: Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.

- a. 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).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

[SL.1.2](#)

2010 standard: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

2017 standard: Ask and answer questions about key details in a text read aloud or information presented **in various media and other formats (e.g., orally).**

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

[SL.1.3 through SL.1.6](#) no changes

Language Strand

[L.1.1](#)

2010 standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2017 standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

- e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring **coordinating and subordinating** conjunctions (e.g., and, but, or, so, because).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Changes and implications: 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. The content and skills expected in this standard remain the same.

L.1.2 through L.1.6 no changes

GRADE 2

Reading Literature Strand

RL.2.1 no change

RL.2.2

2010 standard: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2017 standard: Analyze literary text development.

- a. **Determine the lesson or moral.**
- b. **Retell stories, including fables and folktales from diverse cultures.**

Changes and implications: 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.

RL.2.3 through RL.2.5 no changes

RL.2.6

2010 standard: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

2017 standard: Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.

Changes and implications: 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 point of view and narrator to the glossary in order to clarify content and/or expectations for the standard.

RL.2.7 through RL.2.9 no changes

RL.2.10

2010 standard: 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.

2017 standard: 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. **Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

Changes and implications: 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.

Reading Informational Strand

RI.2.1 no change

RI.2.2

2010 standard: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2017 standard: Analyze informational text development.

- a. **Identify the main topic of a multi-paragraph text.**
- b. **Identify the focus of specific paragraphs within the text.**

Changes and implications: This standard has been separated into sub-standards to align with the upper grades.

RI.2.3 through RI.2.7 no changes

RI.2.8

2010 standard: Describe how reasons support specific points the author makes in a text.

2017 standard: Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.

Changes and implications: 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.

RI.2.9 through RI.2.10 no changes

Reading Foundations Strand

RF.2.3 through RF.2.4 no changes

Writing Strand

W.2.1

2010 standard: 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.

2017 standard: Write opinion pieces **that** introduce the topic or book **being written** about, **express** 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.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.2.2

2010 standard: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2017 standard: Write informative/explanatory texts **that** introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.2.3

2010 standard: 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.

2017 standard: Write narratives to 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.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

W.2.4 through W.2.10 no changes

Speaking and Listening Strand

SL.2.1

2010 standard: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2017 standard: Participate in collaborative conversations about *grade 2 topics and texts* with diverse partners in small and larger groups.

- a. 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. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Changes and implications: tech edit; phrasing; The expectations for this standard remain the same.

SL.2.2

2010 standard: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2017 standard: **Retell** or describe key ideas or details from a text read aloud or information presented **in various media and other formats (e.g., orally).**

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

SL.2.3 through SL.2.6 no changes

Language Strand

L.2.1 through L.2.2 no changes

L.2.3

2010 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English.

2017 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. **Recognize formal and informal uses of English.**
- b. Compare formal and informal uses of English.

Changes and implications: Tech edit; outlining conventions; Students were originally expected to compare the various uses of English; they are now asked to recognize these uses first before comparing them.

L.2.4 through L.2.6 no changes

GRADE 3

Reading Literature Strand

RL.3.1 no change

RL.3.2

2010 standard: 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.

2017 standard: **Analyze literary text development.**

- a. **Determine a theme and explain how it is conveyed through key details in the text.**
- b. **Retell stories, including fables, folktales, and myths from diverse cultures.**

Changes and implications: 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.

RL.3.3 through RL.3.5 no changes

RL.3.6

2010 standard: Distinguish their own point of view from that of the narrator or those of the characters.

2017 standard: Describe the difference between points of view in texts, particularly first- and third-person narration.

Changes and implications: This standard moved from Grade 4 to Grade 3 in order to align vertically with the skill progression through the grade levels.

RL.3.7

2010 standard: 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).

2017 standard: 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).

Changes and implications: “Create mood” was deleted from the example because it was determined that mood should be added in grades 8-12 with scaffolding to determining mood in grades 6-7.

RL.3.8 through RL.3.9 no changes

RL.3.10

2010 standard: 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.

2017 standard: 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. **Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

Changes and implications: 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.

Reading Informational Strand

RI.3.1 no change

RI.3.2

2010 standard: Determine the main idea of a text; recount the key details and explain how they support the main idea.

2017 standard: Analyze informational text development.

- a. Determine the main idea of a text.

b. Retell the key details and explain how they support the main idea.

Changes and implications: This standard has been separated into sub-standards to align with the upper grades.

RI.3.3 through RI.3.5 no changes

RI.3.6

2010 standard: Distinguish their own point of view from that of the author of a text.

2017 standard: Distinguish their own **perspective** from that of the author of a text.

Changes and implications: Perspective now replaces point of view in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.3.7 no change

RI.3.8

2010 standards: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

2017 standards: Describe the relationships between the evidence and points an author uses throughout a text.

Changes and implications: 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.

RI.3.9 through RI.3.10 no changes

Reading Foundations Strand

RF.3.4 through RF.3.5 no changes

Writing Strand

W.3.1 no change

W.3.2

2010 standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

2017 standard: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations **to aid comprehension, if needed.**
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

W.3.3 through W.3.10 no changes

Speaking and Listening Strand

No changes in this strand

Language Strand

No changes in this strand.

GRADE 4

Reading Literature Strand

RL.4.1 no changes

RL.4.2

2010 standards: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

2017 standards: Analyze literary text development.

- a. **Determine a theme of a story, drama, or poem from details in the text.**
- b. **Summarize the text, incorporating a theme determined from details in the text.**

Changes and implications: This standard has been separated into sub-standards to clarify how theme should be used in writing a summary of the story.

RL.4.3 through RL.4.5 no changes

RL.4.6

2010 standards: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

2017 standards: Explain the differences in the point(s) of view in a text and different perspectives of the characters.

Changes and implications: This standard now expects the skills and concepts to be recognized in a single text instead of across multiple texts.

RL.4.7 through RL.4.9 no changes

RL.4.10

2010 standards: 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.

2017 standards: 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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Changes and implications: 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.

Reading Informational Strand

RI.4.1 no change

RI.4.2

2010 standard: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

2017 standard: Analyze informational text development.

- a. **Determine the main idea of a text and explain how it is supported by key details.**
- b. **Provide a summary of the text that includes the main idea and key details, as well as other important information.**

Changes and implications: 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.

RI.4.3 through RI.4.5 no changes

RI.4.6

2010 standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

2017 standard: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in **perspective** and the information provided.

Changes and implications: *Perspective* now replaces *focus* at this grade-level in order for this standard to vertically align with all other grade-level standards.

RI.4.7 no change

RI.4.8

2010 standard: Explain how an author uses reasons and evidence to support particular points in a text.

2017 standards: Explain how an author uses evidence to support particular points in a text.

Changes and implications: Deleted “reasons” from this standard to align vertically and with the anchor standard.

RI.4.9 through RI.4.10 no changes

Reading Foundations Strand

RF.4.3

2010 standards: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

2017 standards: Know and apply grade-level phonics and word analysis skills in decoding words **by using** 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.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

RF.4.4 no changes

Writing Strand

W.4.1 no change

W.4.2

2010 standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.

2017 standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia **to aid comprehension, if needed.**
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

W.4.3 through W.4.5 no changes

W.4.6

2010 standards: 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.

2017 standards: 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, while demonstrating sufficient command of keyboarding skills.

Changes and implications: All time and length restrictions for student writing and publishing have been deleted for equity reasons.

W.4.7 through W.4.10 no changes

Speaking and Listening Strand

No changes in this strand.

Language Strand

L.4.1 through L.4.4 no changes

L.4.5

2010 standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

2017 standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their **antonyms (opposites)** and **synonyms (words with similar but not identical meanings)**.

Changes and implications: Academic vocabulary placed first in standard. The expectations for this standard remain the same.

L.4.6 no changes

GRADE 5

Reading Literature Strand

RL.5.1 no change

RL.5.2

2010 standards: 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.

2017 standards: Analyze literary text development.

- 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. **Summarize the text, incorporating a theme determined from details in the text.**

Changes and implications: This standard has been separated into sub-standards to clarify how theme should be used in writing a summary of the story.

RL.5.3 no change

RL.5.4

2010 standards: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

2017 standards: Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, **and idioms**.

Changes and implications: This standard was revised to include “idioms” as part of the figurative language examples.

RL.5.5 no change

RL.5.6

2010 standard: Describe how a narrator’s or speaker’s point of view influences how events are described.

2017 standard: Describe how a narrator’s or speaker’s point of view **and perspective influence** how events are described.

Changes and implications: Added *perspective* to this standard.

RL.5.7

2010 standards: 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).

2017 standards: Analyze how visual and multimedia elements contribute to the meaning, tone, **mood, or appeal** of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Changes and implications: Added *mood* to this standard, and *beauty* was revised to *appeal* to clarify expectation for this standard. *Appeal* refers to what makes the text particularly engaging to the reader.

RL.5.8 through RL.5.9 no changes

RL.5.10

2010 standard: 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.

2017 standard: 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. **Activate**

prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Changes and implications: 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.

Reading Informational Strand

RI.5.1 no changes

RI.5.2

2010 standards: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

2017 standards: Analyze informational text development.

- a. Determine the main ideas of a text and explain how they are supported by key details.
- b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.

Changes and implications: 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.

RI.5.3 through RI.5.5 no changes

RI.5.6

2010 standards: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

2017 standards: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the **perspectives** they represent.

Changes and implications: *Perspective* now replaces *point of view* in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.5.7 no change

RI.5.8

2010 standards: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

2017 standards: Explain how an author uses evidence to support particular points in a text, identifying which evidence supports **corresponding** points.

Changes and implications: Deleted "reasons" from this standard to align vertically and with the anchor standard.

RI.5.9 through RI.5.10 no changes

Reading Foundations Strand

RF.5.3

2010 standards: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

2017 standards: Know and apply grade-level phonics and word analysis skills in decoding words **by using** 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.

Changes and implications: This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

RF.5.4 no change

Writing Strand

W.5.1 no change

W.5.2

2010 standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Provide a concluding statement or section related to the information or explanation presented.

2017 standards: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia **to aid comprehension, if needed.**
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Changes and implications: Tech edit; phrasing; The expectations for this standard remain the same.

W.5.3 through W.5.5 no changes

W.5.6

2010 standards: 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.

2017 standards: 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, **while demonstrating** sufficient command of keyboarding.

Changes and implications: All time and length restrictions for student writing and publishing have been deleted for equity reasons.

W.5.7 through W.5.10 no changes

Speaking and Listening Strand

No changes in this strand.

Language Strand

No changes in this strand.

GRADE 6

Reading Literature Strand

RL.6.1 no change

RL.6.2

2010 standards: 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.

2017 standards: Analyze literary text development.

- a. **Determine a theme of a text and how it is conveyed through particular details.**
- b. **Incorporate a theme and story details into an objective summary of the text.**

Changes and implications: This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.

RL.6.3 no change

RL.6.4

2010 standards: 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.

2017 standards: 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, including sensory language**, on meaning and tone.

Changes and implications: Language to scaffold the student to determining mood in grade 8 was added to this standard.

RL.6.5 no change

RL.6.6

2010 standards: Explain how an author develops the point of view of the narrator or speaker in a text.

2017 standards: Explain how an author **uses** the point of view **to develop the perspective** of the narrator or speaker in a text.

Changes and implications: This standard now clearly shows that point of view is not developed; rather, it is used to develop the perspectives represented in the text.

RL.6.7 through RL.6.9 no changes

RL.6.10

2010 standard: 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.

2017 standard: 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. **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.**

Changes and implications: 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.

Reading Informational Strand

RI.6.1 no change

RI.6.2

2010 standard: 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.

2017 standard: Analyze informational text development.

- a. **Determine a central idea of a text and how it is conveyed through particular details.**
- b. **Provide an objective summary of the text that includes the central idea and relevant details.**

Changes and implications: 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.

RI.6.3 through RI.6.5 no changes

RI.6.6

2010 standard: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

2017 standard: Determine an author’s **perspective** or purpose in a text and explain how it is conveyed in the text.

Changes and implications: *Perspective* now replaces *point of view* in all Reading Informational standards. Both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.6.7 no change

RI.6.8

2010 standards: 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.

2017 standards: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.

Changes and implications: Deleted “reasons” from this standard to align vertically and with the anchor standard.

RI.6.9 through RI.6.10 no change

Writing Strand

W.6.1

2010 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

2017 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. **Establish a thesis statement to present an argument.**
- b. Introduce claim(s) and organize the reasons and evidence clearly.
- c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the argument presented.

Changes and implications: Students are now expected to start their argumentative writing with a guiding thesis statement. Added thesis statement and claim to the glossary in order to clarify content and/or expectations for the standard.

W.6.2

2010 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

2017 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. **Establish a thesis statement to present information.**
- 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 **to aid comprehension, if needed.**
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from the information or explanation presented.

Changes and implications: Students are now expected to start their informative/explanatory writing with a guiding thesis statement. Tech edit; phrasing; The expectations for substandard b. remain the same.

W.6.3 through W.6.5 no changes

W.6.6

2010 standard: 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.

2017 standard: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.

Changes and implications: All time and length restrictions for student writing and publishing have been deleted for equity reasons.

W.6.7 through W.6.10 no changes

Speaking and Listening Strand

No changes in this strand.

Language Strand

L.6.1 through L.6.3 no changes

L.6.4

2010 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2017 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. 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.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Changes and implications: Tech edit; style; Expectations for this standard remain the same.

GRADE 7

Reading Literature Strand

RL.7.1 no change

RL.7.2

2010 standard: 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.

2017 standard: Analyze literary text development.

- a. **Determine a theme of a text and analyze its development over the course of the text.**
- b. **Incorporate the development of a theme and other story details into an objective summary of the text.**

Changes and implications: This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.

RL.7.3 no change

RL.7.4

2010 standard: 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.

2017 standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of **specific language choices, such as sensory words or phrases, on meaning and tone, including** 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.

Changes and implications: Language to scaffold the student to determining mood in grade 8 was added to this standard.

RL.7.5 no changes

RL.7.6

2010 standard: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

2017 standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.

Changes and implications: This standard now clearly shows that point of view is not developed; rather, it is used to develop the perspectives represented in the text.

RL.7.7 through RL.7.9 no changes

RL.7.10

2010 standard: 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.

2017 standard: 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. 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.

Changes and implications: 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.

Reading Informational Strand

RI.7.1 no change

RI.7.2

2010 standard: 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.

2017 standard: Analyze informational text development.

- a. **Determine two or more central ideas in a text and analyze their development over the course of the text.**
- b. **Provide an objective summary of the text that includes the central ideas and their development.**

Changes and implications: 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.

RI.7.3 through RI.7.5 no changes

RI.7.6

2010 standard: 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.

2017 standard: Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Changes and implications: Perspective now replaces point of view in all Reading Informational standards. Both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.7.7 through RI.7.10 no changes

Writing Strand

W.7.1

2010 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2017 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. **Establish a thesis statement to present an argument.**
- b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain a formal style.

- f. Provide a concluding statement or section that follows from and supports the argument presented.

Changes and implications: Students are now expected to start their argumentative writing with a guiding thesis statement.

W.7.2

2010 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. 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.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2017 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. **Establish a thesis statement to present information.**
- 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 to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Changes and implications: Students are now expected to start their informative/explanatory writing with a guiding thesis statement. Tech edit; phrasing; The expectations for substandard b. remain the same.

W.7.3 through W.7.10 no changes

Speaking and Listening Strand

No changes in this strand.

Language Strand

L.7.1 through L.7.2 no changes

L.7.3

2010 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

2017 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely.
- b. **Recognize and eliminate** wordiness and redundancy.

Changes and implications: This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

L.7.4

2010 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2017 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. 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.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or **its** part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Changes and implications: Tech edit; style; The expectations for this standard remain the same.

L.7.5 through L.7.6 no changes

GRADE 8

Reading Literature Strand

RL.8.1 no change

RL.8.2

2010 standard: 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.

2017 standard: Analyze literary text development.

- 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. **Incorporate a theme and its relationship to other story elements into an objective summary of the text.**

Changes and implications: This standard has been separated into sub-standards to clarify how theme should be used in writing an objective summary of the story.

RL.8.3 no change

RL.8.4

2010 standard: 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.

2017 standard: 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, **mood**, and tone, including analogies or allusions to other texts.

Changes and implications: Students are now expected to determine the impact of word choices on the mood of the text.

RL.8.5 no change

RL.8.6

2010 standard: 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.

2017 standard: Analyze how differences in the points of view **and perspectives** of the characters and the audience or reader (e.g., created through the use of dramatic irony) create **effects such as** suspense or humor.

Changes and implications: Added *perspective* to this standard. Terms from this standard were added to the glossary in order to clarify content and/or expectations.

RL.8.7 through RL.8.8 no changes

RL.8.9

2010 standard: 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.

2017 standard: Analyze how a modern work of fiction **alludes to** themes, patterns of events, or character types from myths, traditional stories, **and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh***, including describing how the material is rendered new.

Changes and implications: 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.

RL.8.10

2010 standard: 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.

2017 standard: 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. **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.**

Changes and implications: 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.

Reading Informational Strand

RI.8.1 no change

RI.8.2

2010 standard: 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.

2017 standard: Analyze informational text development.

- 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. **Incorporate central ideas and their relationships into an objective summary of the text.**

Changes and implications: 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.

RI.8.3 through RI.8.5 no changes

RI.8.6

2010 standard: 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.

2017 standard: Determine an author's **perspective** or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Perspective now replaces *point of view* in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.8.7 through RI.8.10 no changes

Writing Strand

W.8.1

2010 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2017 standard: Write arguments to support claims with clear reasons and relevant evidence.

- a. **Establish a clear thesis statement to present an argument.**
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

Changes and implications: Students are now expected to start their argumentative writing with a guiding thesis statement.

W.8.2

2010 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2017 standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. **Establish a clear thesis statement to present information.**
- 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 **to aid comprehension, if needed.**
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Changes and implications: Students are now expected to start their informative/explanatory writing with a guiding thesis statement. Tech edit; phrasing; The expectations for substandard b. remain the same.

W.8.3 through W.8.8 no changes

W.8.9

2010 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* 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”).
- b. Apply *grade 8 Reading standards* 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”).

2017 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction **alludes to** themes, patterns of events, or character types from myths, traditional stories, **and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*,** including describing how the material is rendered new”).

- b. Apply *grade 8 Reading standards* 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”).

Changes and implications: This standard was revised to match the changes made to RL.8.9.

W.8.10 no changes

Speaking and Listening Strand

No changes in this strand.

Language Strand

L.8.1 through L.8.2 no changes

L.8.3

2010 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. 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).

2017 standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice (**e.g., emphasizing the actor or the action**).
- b. **Use verbs** in the conditional and subjunctive mood to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).

Changes and implications: This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

L.8.4 through L.8.6 no changes

GRADES 9-10

Reading Literature Strand

RL.9-10.1 no change

RL.9-10.2

2010 standard: 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.

2017 standard: Analyze literary text development.

- 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. **Provide an objective summary of the text that includes the theme and relevant story elements.**

Changes and implications: 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.

RL.9-10.3 no change

RL.9-10.4

2010 standards: 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).

2017 standards: 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, **mood**, and tone (e.g., how the language evokes a sense of time and place **or an emotion**; how it sets a formal or informal tone).

Changes and implications: Students are now expected to determine the impact of word choices on the mood of the text.

RL.9-10.5 no change

RL.9-10.6

2010 standard: 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.

2017 standard: Analyze **how** a point of view, **perspective**, or cultural experience **is** reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Changes and implications: This standard was revised to clarify expectations. Instead of analyzing a point of view, the student will now analyze how components are reflected in the text, which now aligns with the anchor standard.

RL.9-10.7 through RL.9-10.8 no changes

RL.9-10.9

2010 standard: 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).

2017 standard: Analyze how an author **alludes to** 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).

Changes and implications: This standard has been refocused to deal chiefly with allusions.

RL.9-10.10

2010 standard: 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.

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.

2017 standard: 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, **building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.**

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, **building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.**

Changes and implications: 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.

Reading Informational Strand

RI.9-10.1 no change

RI.9-10.2

2010 standard: 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.

2017 standard: Analyze informational text development.

- 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. **Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.**

Changes and implications: 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.

RI.9-10.3 through RI.9-10.5 no changes

RI.9-10.6

2010 standard: 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.

2017 standard: Determine an author’s **perspective** or purpose in a text and analyze how an author uses rhetoric to advance that **perspective** or purpose.

Changes and implications: *Perspective* now replaces *point of view* in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RI.9-10.7 through RI.9-10.10 no changes

Writing Strand

W.9-10.1

2010 standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2017 standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. **Establish a clear and thorough thesis to present an argument.**
- 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.
- c. 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.
- d. 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.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

Changes and implications: 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.

W.9-10.2

2010 standard: 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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

2017 standard: 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.

- a. **Establish a clear and thorough thesis to present information.**
- 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 **to aid comprehension, if needed.**
- c. 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.
- d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

Changes and implications: 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.

W.9-10.3 through W.9-10.8 no changes

W.9-10.9

2010 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

- b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

2017 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author **alludes to** 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. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

This standard was revised to match the changes made to RL.9-10.9.

W.9-10.10 no change

Speaking and Listening Strand

SL.9-10.1 through SL.9-10.2 no changes

SL.9-10.3

2010 standard: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

2017 standard: Evaluate a speaker’s **perspective**, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Changes and implications: *Perspective* now replaces *point of view* in all information-based standards.

SL.9-10.4 through SL.9-10.6 no changes

Language Strand

L.9-10.1 through L.9-10.2 no changes

L.9-10.3

2010 standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

2017 standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian’s Manual for Writers*) appropriate for the discipline and writing type.

- b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Changes and implications: This standard revision was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

L.9-10.4

2010 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2017 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, ~~its~~ part of speech, or ~~its~~ etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Changes and implications: Tech edit; style; The expectations for this standard remain the same.

L.9-10.5 through L.9-10.6 no changes

GRADES 11-12

Reading Literature Strand

RL.11-12.1 no change

RL.11-12.2

2010 standard: 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.

2017 standard: Analyze literary text development.

- 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. **Produce a thorough analysis of the text.**

Changes and implications: 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 has a guideline document that will define thorough analysis and help educators with strategies for introducing and teaching these skills on the English Language Arts webpages of our website.

RL.11-12.3 no change

RL.11-12.4

2010 standard: 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.

2017 standard: Determine the **connotative, denotative, and figurative meanings** of words and phrases as they are used in the text; analyze the impact of **author's diction**, including multiple-meaning words or language that is particularly **evocative to the tone and mood of the text**.

Changes and implications: Students are now expected to determine the impact of author's diction on the mood of the text. Added diction to the glossary in order to clarify content and/or expectations for the standard.

RL.11-12.5 no change

RL.11-12.6

2010 standard: 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).

2017 standard: Analyze a case in which grasping point of view **or perspective** requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) **and evaluate the impact of these literary devices on the content and style of the text**.

Changes and implications: Added perspective to this standard, and the standard was better aligned to the anchor standard. Added satire and irony to the glossary in order to clarify content and/or expectations for the standard.

RL.11-12.7 through RL.11-12.8 no changes

RL.11-12.9

2010 standard: 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.

2017 standard: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more **diverse** texts from the same period treat similar themes **and/or** topics.

Changes and implications: This standard was revised to align with standards at previous grade levels and to expect the student to draw information from diverse sources.

[RL.11-12.10](#)

2010 standard: 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.

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.

2017 standard: 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, **building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.**

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, **building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.**

Changes and implications: 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.

Reading Informational Strand

[RI.11-12.1](#) no change

[RI.11-12.2](#)

2010 standard: 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.

2017 standard: Analyze informational text development.

- 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. **Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.**

Changes and implications: 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 has a guideline document on our webpage that defines *informative abstract* and helps educators with strategies for introducing and teaching these skills.

[RI.11-12.3 through RI.11-12.5](#) no changes

[RI.11-12.6](#)

2010 standard: 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.

2017 standard: Determine an author’s **perspective** 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.

Changes and implications: *Perspective* now replaces *point of view* in all Reading Informational standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

[RI.11-12.7](#) no change

[RI.11-12.8](#)

2010 standard: 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., *The Federalist*, presidential addresses).

2017 standard: Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

Changes and implications: The section of the standard that dealt primarily with content-area knowledge of social studies was deleted. Added premise to the glossary in order to clarify content and/or expectations for the standard.

[RI.11-12.9 through RI.11-12.10](#) no changes

Writing Strand

[W.11-12.1](#)

2010 standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. 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.
- 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2017 standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Establish a clear and thorough thesis to present a complex argument.**
- 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.
- c.** 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.
- d.** 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.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the argument presented.

Changes and implications: 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.

[W.11-12.2](#)

2010 standard: 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.

- a.** 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.
- 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.
- c.** 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.
- d.** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

2017 standard: 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.

- a. Establish a clear and thorough thesis to present and explain information.**

- 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 **to aid comprehension, if needed**.
- c. 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.
- d. 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.
- e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

Changes and implications: 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. Tech edit; phrasing; The expectations for standard b. remain the same.

W.11-12.3 through W.11-12.8 no changes

W.11-12.9

2010 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* 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”).
- b. Apply *grades 11–12 Reading standards* 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., *The Federalist*, presidential addresses]”).

2017 standard: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”).
- b. Apply *grades 11–12 Reading standards* 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., *The Federalist*, presidential addresses]”).

Changes and implications: This standard was revised to match the changes made to RL.11-12.9.

[W.11-12.10](#) no change

Speaking and Listening Strand

[SL.11-12.1 through SL.11-12.2](#) no changes

[SL.11-12.3](#)

2010 standard: 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.

2017 standard: Evaluate a speaker’s **perspective**, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Changes and implications: *Perspective* replaces *point of view* in all information-based standards.

[SL.11-12.4 through SL.11-12.6](#) no changes

Language Strand

[L.11-12.1 through L.11-12.2](#) no changes

[L.11-12.3](#)

2010 standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

2017 standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed.
- b. Apply an understanding of syntax to the study of complex texts when reading.

Changes and implications: Added *syntax* to the glossary in order to clarify content and/or expectations for the standard. This standard was an organizational change to represent outlining conventions. This change was made in all pertinent standards at all grade levels. The content and skills expected in this standard remain the same.

[L.11-12.4](#)

2010 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

2017 standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, **its** part of speech, **its** etymology, or **its** standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Changes and implications: Tech edit; style; The expectations for this standard remain the same.

L.11-12.5 through L.11-12.6 no changes

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

Reading Strand

CCRA.R.1 no change

CCRA.R.2

2010 standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2017 standard: Determine central ideas or themes of a text and analyze their development; **provide a summary or thorough analysis of the text, including the appropriate components.**

Changes and implications: 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.

CCRA.R.3 no change

CCRA.R.4

2010 standard: 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.

2017 standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific **language** choices shape meaning, **mood**, or tone **of the text.**

Changes and implications: Added *mood* to this standard and each corresponding grade level standard where developmentally appropriate.

CCRA.R.5 no change

CCRA.R.6

2010 standard: Assess how point of view or purpose shapes the content and style of a text.

2017 standard: Assess how point of view, **perspective**, or purpose shapes the content and style of a text.

Changes and implications: Added *perspective* to this anchor to align with the new definitions of the terms represented in the grade-level standards.

CCRA.R.7 through CCRA.R.9 no changes

CCRA.R.10

2010 standard: Read and comprehend complex literary and informational texts independently and proficiently.

2017 standard: Read, comprehend, **and respond to** complex literary and informational texts independently and proficiently.

Changes and implications: 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.

Writing Strand

No changes in this strand.

Speaking and Listening Strand

CCRA.SL.1 through CCRA.SL.2 no changes

CCRA.SL.3

2010 standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

2017 standard: Evaluate a speaker's **perspective**, reasoning, and use of evidence and rhetoric.

Changes and implications: This standard now reflects the grade-level revisions of replacing *point of view* with *perspective* in all information-based standards.

CCRA.SL.4 through CCRA.SL.6 no changes

Language Strand

No changes in this strand.

LITERACY IN HISTORY, SOCIAL STUDIES

Grades 6-8

RH.6-8.1 no change

RH.6-8.2

2010 standard: 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.

2017 standard: Analyze content-area-specific text development.

- a. **Determine the central ideas or information of a primary or secondary source.**
- b. **Provide an accurate and objective summary that includes the central ideas of the source.**

Changes and implications: 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.

RH.6-8.3 through RH.6-8.5 no changes

RH.6-8.6

2010 standard: 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).

2017 standard: Identify aspects of a text that reveal an author’s **perspective** or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Changes and implications: Perspective now replaces point of view in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RH.6-8.7 through RH.6-8.9 no changes

RH.6-8.10

2010 standard: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

2017 standard: By the end of grade 8, read, comprehend, **and respond to** history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Changes and implications: 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.

Grades 9-10

RH.9-10.1 no change

RH.9-10.2

2010 standard: 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.

2017 standard: Analyze content-area-specific text development.

- a. **Determine the central ideas or information of a primary or secondary source.**
- b. **Provide an accurate and objective summary of how key events or central ideas develop over the course of the text.**

Changes and implications: 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.

RH.9-10.3 through RH.9-10.5 no changes

RH.9-10.6

2010 standard: 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.

2017 standard: Compare the **perspectives** 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.

Changes and implications: *Perspective* now replaces *point of view* in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RH.9-10.7 through RH.9-10.9 no changes

RH.9-10.10

2010 standards: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

2017 standards: By the end of grade 10, read, comprehend, **and respond to** history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Changes and implications: 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.

Grades 11-12

RH.11-12.1 no change

RH.11-12.2

2010 standard: 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.

2017 standard: Analyze content area-specific text development.

- a. **Determine the central ideas or information of a primary or secondary source.**
- b. **Provide an accurate and objective summary that makes clear the relationships among the central ideas and key details.**

Changes and implications: 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.

RH.11-12.3 through RH.11-12.5 no changes

RH.11-12.6

2010 standard: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

2017 standard: Evaluate authors' differing **perspectives** on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Changes and implications: *Perspective* now replaces *point of view* in all literacy standards, and both terms were added to glossary in order to clarify content and/or expectations for the standard.

RH.11-12.7 through RH.11-12.9 no changes

RH.11-12.10

2010 standard: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

2017 standard: By the end of grade 12, read, comprehend, **and respond to** history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Changes and implications: 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.

LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Grades 6-8

RST.6-8.1 no changes

RST.6-8.2

2010 standard: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

2017 standard: Analyze content area-specific text development.

- a. **Determine central ideas or conclusions of a text.**
- b. **Provide an accurate and objective summary that includes the central ideas or conclusions of the text.**

Changes and implications: 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.

RST.6-8.3 through RST.6-8.9 no changes

RST.6-8.10

2010 standard: By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

2017 standard: By the end of grade 8, read, comprehend, **and respond to** science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Changes and implications: 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.

RST.9-10.1 no change

RST.9-10.2

2010 standard: 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.

2017 standard: Analyze content area-specific text development.

- a. **Determine the central ideas or conclusions of a text.**
- 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.**

Changes and implications: 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.

RST.9-10.3 through RST.9-10.9 no changes

RST.9-10.10

2010 standard: By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

2017 standard: By the end of grade 10, read, comprehend, **and respond to** science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Changes and implications: 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.

RST.11-12.1 no change

RST.11-12.2

2010 standard: 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.

2017 standard: Analyze content area-specific text development.

- a. **Determine the central ideas or conclusions of a text.**
- 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.**

Changes and implications: 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.

RST.11-12.3 through RST.11-12.9 no changes

RST.11-12.10

2010 standard: By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

2017 standard: By the end of grade 12, read, comprehend, **and respond to** science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Changes and implications: 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.

WRITING IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Grades 6-8

WHST.6-8.1

2010 standard: Write arguments focused on discipline-specific content.

- a. 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.
- 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.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

2017 standard: Write arguments focused on discipline-specific content.

- a. **Establish a clear thesis statement to present an argument.**
- 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.
- c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

Changes and implications: Students are now expected to start their argumentative writing with a guiding thesis statement.

WHST.6-8.2

2010 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. 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.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

2017 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Establish a clear thesis to present information.**
- 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.
- c.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f.** Establish and maintain a formal style and objective tone.
- g.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

Changes and implications: Students are now expected to start their informative/explanatory writing with a guiding thesis statement.

WHST.6-8.3 through WHST.6-8.10 no changes

Grades 9-10

WHST.9-10.1

2010 standard: Write arguments focused on discipline-specific content.

- a.** 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.
- 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.
- c.** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e.** Provide a concluding statement or section that follows from or supports the argument presented.

2017 standard: Write arguments focused on discipline-specific content.

a. Establish a clear and thorough thesis to present an argument.

- a.** 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.

- 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.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

Changes and implications: 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.

WHST.9-10.2

2010 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. 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.
- 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.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. 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.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

2017 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. **Establish a clear and thorough thesis to present information.**
- 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 **to aid comprehension, if needed.**
- c. 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.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- e. 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.
- f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- g. 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).

Changes and implications: 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. Tech edit; phrasing; The expectations for substandard b. remain the same.

WHST.9-10.3 through WHST.9-10.10 no changes

Grades 11-12

WHST.11-12.1

2010 standard: Write arguments focused on discipline-specific content.

- a. 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.
- 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.
- c. 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.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

2017 standard: Write arguments focused on discipline-specific content.

- a. **Establish a clear and thorough thesis to present a complex argument.**
- 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.
- c. 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.
- d. 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.

- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from or supports the argument presented.

Changes and implications: 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.

WHST.11-12.2

2010 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. 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.
- 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.
- c. 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.
- d. 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.
- e. 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).

2017 standard: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. **Establish a clear and thorough thesis to present and explain information.**
- 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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).

Changes and implications: 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.

WHST.11-12.3 through WHST.11-12.10 no changes