



English Language Arts Standards Revision

Highlights- December 2016

This document highlights the revisions proposed for the English Language Arts Standards. Overall, the proposed revisions add clarity by reflecting changes recommended by Ohio teachers. These changes resulted in minimal to modest changes to the standards. The recommended revisions reflect a variety of changes, including content changes to improve the clarity of content to be taught and punctuation added to clarify the standard. Some revisions, no matter how small, caused a ripple effect of revisions through the standards in other grades, requiring one change to be reflected throughout the standards in previous or subsequent grades.

General Revisions Across Grade Bands

Revisions the working group made to a standard at one grade level had to be mirrored at the remaining grade levels where appropriate. For example, when the working groups redefined *point of view* to only represent first, second and third-person narration in grade 3, they had to represent point of view this way in the Reading Literature and Reading Informational standards at all grade levels, whether that meant adding the term or deleting it from standards in those strands.

Revisions by Grade Band

GRADES K-5

- » Clarifications to some of the Reading Foundations standards provide clarity by inserting content-area terminology with descriptions in parentheses or reorganizing portions of the standards.
- » Hyperlinks to digital literacy tools and instructional resources for elementary students are now included in many of the pertinent standards.
- » Standards that contained specific language related to time restrictions on producing and publishing writing pieces no longer contain those restrictions.
- » Several topics in this grade band will be given more attention in the Model Curriculum, including the purpose for audio recordings in the classroom and best-practice instructional resources for teaching grammar for writing.
- » Several terms appear in the new *English Language Arts Glossary of Terms* to clarify standards and/or skills. A draft of the glossary is now on our standards revision webpage.
- » In sum, most of the edits made to the K-5 grade band were for clarity. Two standards at each grade level had to be revised for vertical alignment to clarify how a theme would be used in writing a summary. Several standards in this grade band were revised for

technical edits, especially those that did not conform to outlining conventions (had a lowercase *a* with no lowercase *b*).

GRADES 6-8

- » The addition and progression of requiring students to produce writing from a thesis statement began in this grade band.
- » Standards that contained specific language related to time restrictions on producing and publishing writing pieces no longer contain those restrictions.
- » Language pointing towards teaching *mood* by grade 8 now appears in grades 6-7.
- » Several terms appear in the new *English Language Arts Glossary of Terms* to clarify standards and/or skills.
- » The majority of standards in the 6-8 grade band were revised for clarity to terms such as *perspective* and *point of view*, and for content additions, because these are the first grades students use sensory language related to mood and establishing thesis statements while writing both argumentative and informative/explanatory tasks.

GRADES 9-12

- » Standards with references to religious works have been clarified.
- » Several terms appear in the new *English Language Arts Glossary of Terms* in order to clarify standards and/or skills.
- » At the high school level, the majority of standard revisions were due to clarity, which was necessary for vertical alignment as opposed to public comment. The other major categories of revisions were content additions and technical edits. Content additions included thesis statements, reader response and mood. Technical edits included grammatical corrections to punctuation and phrasing.

Revisions By Topic

THEME AND SUMMARY

- » In grades 1-12 in the Reading Literature and Reading Informational strands, standard two, was revised in two ways:
 - The theme and summary sections are now two sub-sections for clarity purposes.
 - Sub-section B, which contains the skill of writing a summary from the text, contains added language that connects determining theme with what should be included in a summary.
- » Grades 6-10 now require the student to provide an objective summary of the text.
- » For college and career readiness, grades 11-12 now require the student to provide a thorough analysis of literary text or to craft an informative abstract for nonfiction text.
- » A new guideline document describes each of the types of summaries and how to write them. A draft of this document is on our standards revision webpage.

MOOD

- » In Reading Literature standard 4, descriptive language related to determining the mood conveyed by the author of a text now appears in grades 6-7.

- » In this same standard in grades 8-12, the term *mood* has been added to what the student should be able to determine from the author's language choices.

POINT OF VIEW AND PERSPECTIVE

- » In all standards that contain the terms *point of view* and *perspective*, these terms have been redefined and revised to clarify expectations about what the students should know and be able to determine from the text.
- » Reading Literature standard 6 in grades 2-12 include point of view only for grades 2-3 and both point of view and perspective for grades 4-12.
- » In the Reading Informational standard 6 in grades 3-12, *point of view* is now *perspective* in accordance with the new definitions.
- » Standards that contained expectations for analyzing point of view now say to use point of view to determine and analyze various perspectives.
- » Definitions for both *point of view* and *perspective* appear in the new *English Language Arts Glossary of Terms*.

READER RESPONSE THEORY

- » Language incorporating Louise Rosenblatt's Reader Response Theory (also known as Transactional Theory) has been added to Reading Literature standard 10 at all grade levels.
- » Reader Response Theory deals with a student's interaction or relationship with the text that includes his or her personal, cultural, historical and ethical connections and experiences as a way of deepening understanding of the text that extends beyond literary criticism.

THESIS

- » To help better prepare students for college, the writing standards in grades 6-12 for argument and informative/explanatory tasks now ask that students first establish a clear thesis or thesis statement to guide their writing.

Other Standards Revisions and Decisions

- » Several standards were tech edited, which included the addition or revision of punctuation, clarifications to phrasing and adherence to outlining conventions.
- » Standards were checked and revised for vertical alignment in all strands and at all grade levels.
- » All process terms, such as *delineate* and *evaluate*, appear in the *English Language Arts Glossary of Terms* at the request of the Advisory Committee after reviewing public comment review.
- » The Advisory Committee and Working Group requested that the Department create instructional videos and compile instructional materials to assist Ohio educators in how to appropriately teach grammar in the context of writing to answer many concerns on the topic from the first round of public comment.