



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

Crosswalk 2023 and 2017
North Dakota
English Language Arts (ELA)
Content Standards
K–12
June 2023

Table of Contents

Introduction..... 3

General Changes 3

Crosswalk Between Standards by Grade Level 4

 Kindergarten 4

 Grade 1 13

 Grade 2 21

 Grade 3 30

 Grade 4 40

 Grade 5 51

 Grade 6 61

 Grade 7 70

 Grade 8 79

 Grades 9-10 89

 Grades 11-12 100

Introduction

The North Dakota English Language Arts (ELA) Standards Writing Committee created a crosswalk between the 2017 and 2023 ELA Content Standards. Within this document, the ELA Standards Writing Committee shows the changes made between the 2017 ELA standards and the revised 2023 ELA standards. This document was developed to help assist school personnel with the implementation of the revised ELA standards.

2023 ELA Standards	2017 ELA Standards	Changes
Foundations of Literacy	Reading Literature and Fiction	The committee placed the foundational skills first since these skills are the basis for reading. Phonemic awareness, print concepts, and phonics skills are needed to help students decode and encode printed language. These skills are essential to reading and writing development. Spelling and early vocabulary skills were placed in this area since they are foundational to reading and writing. This strand also includes the foundational skills for writing, which provide for developing the organizational structure within the writing.
Communication	Reading Information and Nonfiction	The committee placed the communication skills (speaking and listening) second since these skills begin to develop before reading print. They changed the name of this strand to Communication.
Reading	Foundational Skills	The reading skills were placed next since those skills lead to writing the printed word. The committee also noted much redundancy within the standards for fiction and informational/nonfiction text, so the decision was made to have one area for comprehension and text analysis to reduce the repetition of standards.
Writing	Writing	The writing skills remain in the same general area. These skills are required for students to record the research done.
Research and Inquiry	Listening and Speaking	The committee created a category for research and inquiry because advancements in technology since 2017 increased the emphasis on these skills. Students research information that is more readily available and use that information to address different audiences in a variety of ways.
	Language	The language was placed within the writing category since this is an element of writing. The language skills are usually taught within the context of reading and writing, not in an isolated manner, so students see how they apply in the real world.

General Changes

- The Standards Writing Committee changed the order of the standards to reflect the progression in which the skills are learned, as well as the order of the strand.
- The standards within the Foundations of Literacy more specifically identify the skills within phonemic awareness, phonics, and encoding (spelling) to reflect the research on the development of reading skills.
- A Foundations of Literacy strand now includes a Foundations of Writing cluster to provide standards addressing the development of writing skills.
- Current practices on reading development and instruction increase the time and focus on phonics and phonemic awareness in the primary grades. This emphasis reduces the focus on reading comprehension skills during those grades. Research on reading instruction indicates that this strategy strengthens foundational skills, so comprehension increases when students reach the intermediate, middle, and high school levels.
- Due to the heavy focus on foundational skills in the early elementary grades, some comprehension skills that utilize those skills have been moved to older grade levels. The committee made this change so students would develop a strong foundation in the elementary grades. The middle school grades (6-8) focus more on applying and extending the foundational skills. The high school grades (9-12) continue to develop the application of middle school skills and hone the skills students need after high school.
- The 2023 standards focus on the skills students will need to demonstrate proficiency at the end of the grade level. The specific strategies for developing proficiency are not specified and may be determined at the district level.

Crosswalk Between Standards by Grade Level

Kindergarten

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PRINT CONCEPTS <i>Learners will demonstrate knowledge of what books, print, and written language are and how they function.</i>	PRINT CONCEPTS <i>RF.1 Demonstrate understanding of the organization and basic features of print.</i>	
K.F.1 Recognize the front cover, back cover, author, and illustrator of books.	K.RI.5 Identify a book's front cover, back cover, and title page. K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. K.RI.6 With prompting and support, name or locate the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	The new standards combine the three standards with similar skills into one standard.
K.F.2 Follow words from left to right, top to bottom, and page by page.	K.RF.1a Follow words from left to right, top to bottom, and page by page.	There is no change in this standard.
K.F.3 Recognize that sentences have letters, words, spaces between words, capitalization, and ending punctuation.	K.RF.1b Recognize spoken words are represented in written language by specific sequences of letters. K.RF.1c Understand words are separated by spaces in print.	The new standard combines the 2017 standards.
PHONOLOGICAL and PHONEMIC AWARENESS <i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	PHONOLOGICAL AWARENESS <i>RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	
K.F.4 Recognize and produce rhyming words.	K.RF.2a Recognize and produce rhyming words.	There is no change in this standard.
K.F.5 Segment parts of spoken words. a. Segment multisyllabic spoken words by syllables. b. Segment one-syllable spoken words into two-phonemes and three-phonemes.	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	The new standards provide a more detailed description of the skills and align with reading development and instruction research.
K.F.6 Blend parts of spoken words. a. Blend two or more syllables into a spoken word. b. Blend two or three phonemes into a one-syllable spoken word.	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words. K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words.	The new standards provide a more detailed description of the skills and align with reading development and instruction research.

K.F.7 Isolate and pronounce the initial, medial vowel, and final phonemes in three-phoneme words.	K.RF.2d 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/.)	The standard has not changed. The new standard is less wordy.
	K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words. K.RF.2e Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words.	These skills were moved to first grade, as research has shown that they are more developmentally appropriate at that level.
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
K.F.8 Decode words with phoneme-grapheme correspondences: a. predictable consonants b. predictable short vowels spelled with a, i, o, u, e c. long vowels associated with single letters in open one-syllable words d. irregularly spelled high-frequency words	K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. K.RF.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. K.RF.3c Decode and use CVC words. K.RF.3d Read common high-frequency words by sight. (e.g., the, of, to, you, she, is, are, do, does).	The new standard aligns with the current reading development and instruction research.
K.F.9 Encode words with phoneme-grapheme correspondences: a. predictable consonants b. predictable short vowels c. long vowels with single letters in open one-syllable words (e.g., he, me, go)** d. irregularly spelled high-frequency words *Regular high-frequency words should be taught in phonics. **Some words will be introduced as irregularly spelled words until students learn about open syllables.	Introduce: K.L.2d Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Introduce: K.L.2e Use conventional spelling for high-frequency and other studies words. Introduce: K.L.2f Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Proficient: K. L.2h Write a letter or letters for most consonant and short vowel sounds (phonemes). Proficient: K.L.2i Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	The new standard aligns with the current reading development and instruction research.

K.F.10 Determine the meaning of multiple-meaning words with taught phonics patterns that have been taught (e.g., bat, can, pop).	K.L.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). K.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	The new standard focuses on defining words within phonics patterns taught in standard F.8, which aligns with the research on reading instruction. Please note that the intent of the standard is to have the students identify the meaning of the multi-meaning words. They should use words containing phonics patterns they have learned.
K.F.11 Orally use new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.	K.L.4 With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings. K.L.5c Identify real-life connections between words and their use (e.g., note colorful places at school).	The new standard aligns with the current reading development and instruction research.
	K.RF.3e Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	The 2017 standard reflects a strategy that may be used when students decode words. The standard focuses on the concepts and skills the students with which students need to be proficient.
	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Inflections and affixes are not taught until first grade. Students need that prior knowledge to meet this standard. Standard was moved to first grade.
	K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Sorting objects is a part of the Math standards.
FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	FLUENCY RF.4 Read with sufficient accuracy and fluency to support reading comprehension.	
K.F.12 Demonstrate fluency through the application of phonemic and phonological skills. a. Accurately and automatically recognize and name all uppercase and lowercase letters of the alphabet in non-sequential order. b. Accurately and automatically produce the predictable consonant and short vowel sounds associated with uppercase and lowercase letters in non-sequential order. c. Accurately and automatically blend sounds at the word level. *NOTE: Refer to grade level Foundation and Reading standards to assist with text selection.	K.RF.1d. Recognize and name all uppercase and lowercase letters of the alphabet.	The new standard reflects the fluency skill progression reflective of current research on reading development.

	<p>K.RF.4a Read grade-level text with purpose and understanding.</p> <p>K.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>K.RF.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>K.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	Research has shown that students need to be able to decode words to read accurately at an appropriate rate and use expressions. Students at this level are learning the phonological and phonics skills needed to decode words. Thus, the reading fluency skills involving words and sentences have been moved to grades 1-5.
FOUNDATIONS OF WRITING <i>Learners will write complete sentences and paragraphs.</i>		
K.F.13 Write uppercase and lowercase letters accurately.	<p>K.RF.1d. Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>K.L.1a Introduce uppercase and lowercase letters.</p>	The new standard combines the two 2017 standards about writing letters.
K.F.14 Write simple sentences using subject and predicate, with capitals, punctuation, and appropriate word spacing.		The new standard builds the organizational structures needed in future grade levels to produce writing pieces.
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
K.C.1 Describe personal interests or tell stories orally to a targeted audience (e.g., peers and adults).	K.SL.4 Describe familiar people, places, things, and events and provide additional detail with prompting and support.	The new standard focuses on describing or telling stories to a targeted audience. It includes the consideration of the audience when giving a presentation.
K.C.2 Speak audibly to express thoughts, feelings, and ideas.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	The 2017 standard expressed the information clearly. The new standard focuses on speaking audibly.
K.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	K.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.	The standards are the same.
K.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	<p>K.L.4 With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>K.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K.L.5c Identify real-life connections between words and their use (e.g., note colorful places at school).</p>	The new standard focuses on using vocabulary learned through listening.

COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
K.C.6 Participate in collaborative conversations by listening to others and taking turns speaking.	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). through multiple exchanges. K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key/supporting details and requesting clarification if something needs to be understood. K.SL.3 Ask and answer questions to seek help, get information, or clarify something that needs to be understood.	The new standard focuses on learning to listen to others and take turns speaking. The standard embeds questioning into participation in collaboration and as a part of communication. The standard embeds the standards from 2017.
K.C.7 Work collaboratively by following agreed-upon rules and simple one- and two-step oral directions.		This standard focuses on following directions and working with peers in group situations.
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
K.R.2 Respond to a variety of texts, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). K.RI.9 With prompting and support, identify the basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	The new standard focuses on responding to text listening experiences and comprehending information received audibly. Listening experiences increase opportunities to demonstrate comprehension of information due to limited reading skills and text complexity.
K.R.3a Tell about the informational text, photographs, or illustrations before, during, or after a shared reading or other text-listening experiences.	K.RI.2 With prompting and support, identify the main topic and retell key/supporting details of a text. K.RI.1 With prompting and support, ask and answer questions about key/supporting details in a text. K.RI.7 With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)	The new standards combine the focus on telling about text details, photographs, or illustrations in one standard.

	<p>K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or information in a text.</p> <p>K.RI.8 With prompting and support, identify the reasons an author gives to support points in a text.</p>	
<p>K.R.3b Tell about characters and setting in a literary story during or after a shared reading or other text-listening experience.</p>	<p>K.RL.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.2 With prompting and support, retell familiar stories, including key/supporting details.</p> <p>K.RL.1 With prompting and support, ask and answer questions about key/supporting details in a text before, during, and after reading.</p>	<p>The new standard combines several previous standards and limits the focus to retelling about characters and setting of the story.</p>
<p>K.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through read-aloud or other text-listening experiences.</p>	<p>K.RL.4 Ask and answer questions about words with unknown meanings in a story or poem.</p> <p>K.RI.4 With prompting and support, ask and answer questions about words with unknown meanings in a text.</p>	<p>The vocabulary standards were combined. The focus was placed on using context clues to determine word meaning.</p>
<p>TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts in various genres and formats.</i></p>	<p>CRAFT AND STRUCTURE</p>	
<p>K.R.6 Identify photographs, illustrations, and labels during or after a shared reading or other text-listening experience.</p>	<p>K.RI.7 With prompting and support, describe the relationship between photographs or illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)</p> <p>K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>	<p>The new standard focuses on describing photographs, labels, and illustrations from shared reading or text-listening experiences. Shared reading or listening experiences provide more opportunities due to the limited reading ability and text complexity at this grade level.</p>
<p>K.R.8 Use a variety of fiction texts.</p> <p>a. Respond to or reenact characters' feelings in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.</p> <p>b. Compare and contrast the adventures and experiences of characters in familiar stories during or after a shared reading or text-listening experience.</p>	<p>K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.5 Recognize common types of texts using their unique features throughout the selection (e.g., storybooks, poems, fairy tales, and nursery rhymes).</p>	<p>The standard assesses listening comprehension due to the limited reading skills at this level. When comparing fictional texts, the features of different types will be included.</p>
	<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
	<p>K.RL.10 Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.10 Actively engage in group reading activities with purpose and understanding.</p>	<p>The standards expect students to be proficient at the grade level and include participation in group activities such as shared reading and writing. Active engagement is embedded in the other standards.</p>

WRITING (W) Learners will produce clear and coherent writing for various tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
K.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.		The new standard focuses on developing writing skills through interactive and shared writing and on writing for purpose, audience, and task.
K.W.3 Draw and write informative pieces on a topic.	K.W.2 Write informative/ explanatory texts using a combination of drawing and writing. a. Name what they are writing about. b. Supply some information about the topic. K.SL.5 Add drawings or other visual displays to descriptions to provide additional detail.	The new standard focuses on providing information in a drawn or written format. The writing foundations cluster provides details about foundational skills.
K.W.4 Draw and write opinion pieces on a topic.	K.W.1 Write opinion pieces using a combination of drawing and writing. a. Tell a reader the topic or the name of the book they are writing about. b. State an opinion or preference about the topic or book (e.g., My favorite book is...). K.SL.5 Add drawings or other visual displays to descriptions to provide additional detail.	The new standard focuses on providing an opinion using a drawn or written format. The writing foundations cluster provides details about foundational skills.
K.W.5 Draw and write narrative pieces that describe a single event.	K.W.3 Write narratives using a combination of drawing and writing. a. Narrate a single event or several loosely linked events. b. Tell about the events in the order in which they occurred. c. Provide a reaction to what happened. K.SL.5 Add drawings or other visual displays to descriptions to provide additional detail.	The new standard focuses on using the drawn or written format to provide details about a single event. The writing foundations cluster provides details about foundational skills.
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
K.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. a. Planning: Generate ideas and plan (For example Teacher structured oral rehearsal, graphic organizer, peer feedback).	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	The standard now provides details to describe the writing process—the references cited in the standard show where applicable skills are addressed.

<ul style="list-style-type: none"> b. Drafting: Develop writing from the planning process. c. Revising: Improve writing by adding more details or deleting unnecessary wording or information. d. Editing: Improve writing using appropriate grade-level sentence writing and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 		
K.W.7 Produce shared and interactive writing expressing emotion or personality through word choice.		The new standard addresses the use of word choice when writing.
	K.W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
K.L.1 Compose a simple sentence. <ul style="list-style-type: none"> a. Begin with a capital letter and capitalize the pronoun I. b. Use appropriate word spacing. c. Conclude with a punctuation mark. 	Introduce K.L.1c Produce complete sentences in shared language activities. Introduce K.L.2a. Recognize and name end punctuation. Introduce K.L.2b. Use end punctuation for sentences. Proficient K.L.2g. Capitalize the first word in a sentence and the pronoun I.	The new standard combines several 2017 benchmarks. The new standards identify standards for students to be proficient at the end of the grade level.
K.L.2 Identify parts of speech in sentences orally, with illustrations, or in writing. <ul style="list-style-type: none"> a. concrete objects such as people, places, or things (i.e., nouns) b. words as actions (i.e., verbs) c. color and size adjectives d. the pronoun I e. spatial and time relationships such as up, down, before, and after 	K.L.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	The new standard identifies parts of speech that the students need to identify in sentences orally, by drawing, or in writing.
	Introduce L.1b Use question words (interrogatives). Introduce K L.1g Use articles. Introduce K.L.1h Use frequently occurring conjunctions (and, or, but).	The items not included at the kindergarten level identified introductory skills. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.

INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<i>Standards begin in grade 2.</i>		
	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	The research items begin in second grade. At the kindergarten level, learning focuses on figuring out words and exploring different texts. These concepts may be embedded as activities within this level's experiences with the informational or literary text.
	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and record information learned).	The research items begin in second grade. At the kindergarten level, learning focuses on figuring out words and exploring different texts. These concepts may be embedded as activities within this level's experiences with the informational or literary text.

Grade 1

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PHONOLOGICAL and PHONEMIC AWARENESS <i>Learners will accurately manipulate phonemes (sounds) in the spoken language.</i>	PHONOLOGICAL AWARENESS <i>RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</i>	
1.F.5 Segment one-syllable spoken words into four or more phonemes.	1.RF.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	The new standard was rewritten to clarify and reflect current reading development and instruction research.
1.F.6 Blend four or more phonemes to produce a spoken word or syllable.	1.RF.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	The new standard was rewritten to clarify and reflect current reading development and instruction research.
1.F.7 Manipulate parts of spoken words. a. Delete initial and final phonemes or word parts. b. Substitute initial, medial vowel, final phonemes, or word parts.	K.RF.2e Add or substitute individual sounds (phonemes) in simple, single-syllable words to make new words. 1.RF.2c Isolate and pronounce an initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	The new standard combines two standards from 2017 and reflects current research in reading development and instruction.
	1.RF.2a Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguishing between long and short vowel sounds has been moved to kindergarten phonics and word study (K.F.8).
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION <i>RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</i>	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
1.F.8 Decode words with phoneme-grapheme correspondences: a. consonant digraphs b. two consonant blends at the beginning and end of words c. single consonant after a short vowel d. soft and hard c and g; s as /z/ e. closed and open syllables f. silent e in single-syllable words g. vowel teams h. r-controlled i. prefixes and suffixes (two-syllable words) j. functions of y k. contractions l. irregularly spelled high-frequency words	1.RF.3b Decode regularly spelled one-syllable words. 1.RF.3c Demonstrate the use of beginning and ending blends. 1.RF.3d Know final -e and common vowel team conventions for representing long vowel sounds. 1.RF.3e Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 1.RF.3f Decode two-syllable words following basic patterns by breaking the words into syllables. 1.RF.3g Read words with inflectional endings. 1.RF.3h Recognize and read grade-appropriate irregularly spelled words. Introduce 1.L.2i Add prefixes and suffixes to base words (e.g., sitting, smiling, cries, happiness).	The new standard identifies phoneme-grapheme correspondences for decoding identified on the developmental progression for this age group. This change reflects current research in reading development and instruction.

<p>1.F.9 Encode words with phoneme-grapheme correspondences:</p> <ul style="list-style-type: none"> a. digraphs b. two consonant blends c. silent e d. double consonants at the end of words e. irregularly spelled high-frequency words 	<p>Practice 1.L.2l Use conventional spelling words with common spelling patterns and for frequently occurring irregular words.</p> <p>Practice 1.L.2m Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Practice 1.L.2n Use conventional spelling for high-frequency and other studied words.</p> <p>Practice 1.L.2o Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)</p> <p>Introduce 1.L.2f Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</p> <p>1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.</p>	<p>The new standard identifies phoneme-grapheme correspondences for spelling identified on the developmental progression for this age group. This change reflects current research in reading development and instruction.</p>
<p>1.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught.</p>	<p>1.L.4 Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>The new standard reflects current research on reading development and instruction using phonics-patterned words within the text. The phonics patterns taught are identified in standard F.8. Please note that the intent of the standard is to have the students identify the meaning of the multi-meaning words. They should use words containing phonics patterns they have learned.</p>
<p>1.F.11 Utilize new academic, content-specific, grade-level vocabulary, connect previously learned words, and relate new words to background knowledge.</p> <ul style="list-style-type: none"> a. Make connections to a word's structure using knowledge of phonology, morphology, and word orthography to aid learning. 	<p>1.L.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>1.L.4c Identify frequently occurring words (e.g., look) and their inflectional forms (e.g., looked, looking).</p> <p>1.L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>1.L.5a Sort common objects into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>1.L.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)</p> <p>1.L.5c Identify real-life connections between words and their use (e.g., note cozy places at home).</p> <p>1.L.5d Distinguish shades of meaning among verbs describing the same general action (e.g., look, peek, glance, stare, glare, scowl) and adjective intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>The subskills identified in the old standards would fall under “making connections to previously learned words and relating new words to background knowledge.” These subskills provide strategies for learning the meaning of new words.</p>

FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	FLUENCY RF.4 Read with sufficient accuracy and fluency to support reading comprehension.	
1.F.12 Read accurately and automatically a. at the word level b. at the sentence level c. a variety of first-grade texts with expression, phrasing, purpose, and understanding. *NOTE: Refer to grade level Foundation and Reading Standards for text selection.	1.RF.4a. Read grade-level text with purpose and understanding. 1.RF.4b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	The standards follow current research, focusing on developing phonemic awareness and phonics skills so that students can read words in written text.
FOUNDATIONS OF WRITING <i>Learners will write complete sentences and paragraphs.</i>		
1.F.13 Write uppercase and lowercase letters accurately and automatically.	Proficient 1.L.1q Uppercase and lowercase letters.	The new standard expects students to write the letters accurately and automatically. This change reflects current research in writing development.
1.F.14 Write simple sentences using subject and predicate, with capitals, punctuation, and appropriate word spacing.	1.RF.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	The new standard builds the organizational structures needed in future grade levels to produce writing pieces.
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
1.C.1 Describe people, places, things, and events with relevant details, expressing their ideas orally to a targeted audience (e.g., peers and adults).	SL.4 Describe people, places, things, and events and, with relevant details, express ideas and feelings clearly.	The new standard includes the targeted audience. This practice begins to focus on ensuring presentations are appropriate for the audience, purpose, and task.
1.C.2 Speak audibly in complete sentences to express thoughts, feelings, and ideas.	SL.6 Speak in complete sentences when appropriate to the task and situation. (See Grade 1 Language standards 1 and 3 for specific expectations).	The new standard focuses on speaking audibly in complete sentences and identifies the purpose.
1.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including frequently occurring conjunctions to signal simple relationships.	1.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	The standard is the same.

1.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.		This standard focuses on vocabulary development through listening comprehension, which aligns with current research emphasizing the importance of oral language development.
	SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	The standards focus on oral presentation skills. The drawings or visual displays may accompany these presentations but are not the standards' focus.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
1.C.6 Participate in conversations by listening to others and taking turns speaking about topics, continuing through multiple exchanges.	1.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. 1.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others carefully and speaking one at a time about the topics and texts under discussion). 1.SL.1b Build on others talk in conversations by responding to the comments of others through multiple exchanges. 1.SL.3 Ask and answer questions about what a speaker says to gather additional information or clarify something not understood.	The new standard builds on kindergarten skills and extends the discussion through multiple exchanges. It combines the subskills in the 2017 standard.
1.C.7 Work collaboratively by following agreed-upon rules and simple two- and three-step oral directions and offering one- and two-step directions.		The new standard focuses on following rules and oral directions and providing directions to others. These skills develop collaborative group skills.
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
1.R.2 Ask and answer questions about a variety of texts, genres, photographs, or illustrations before, during, and after shared reading or other text-listening experiences to compare, contrast, predict, or infer.	1.RL.1 Ask and answer questions about key/supporting details in a text before, during, and after reading. 1.RI.1 Ask and answer questions about key/supporting details in a text. 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. 1.SL.2 Ask and answer questions about key/supporting details in a text read or information presented orally or through other media and request clarification if something is not understood.	The new standard combines several subskills on asking and answering questions to demonstrate various comprehension skills as students participate in shared reading or text listening experiences. The standard focuses on listening comprehension due to the limited reading skills of students at this level. The portions of the 2017 standards addressing key/ supporting details are addressed in standard 1.R.3b,

	<p>1.SL.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>1.RI.6 Distinguish between information provided by photographs or other illustrations and information provided by the words in a text.</p>	which addresses the identification of the topic.
1.R.3a Identify the topic of an informational text, photograph, or illustration during or after a shared reading or other text-listening experience.	<p>1.RI.2 Identify the main topic and retell key/supporting details of a text.</p> <p>1.RL.5 Explain the differences between fiction and nonfiction text using a wide range of text types.</p>	The new standard focuses on identifying the topic of an informational text, photograph, or illustration. The standard focuses on listening comprehension due to the limited reading skills of students at this level. As the standard is taught, differences between fiction and nonfiction should be embedded.
1.R.3b Identify characters, setting, and plot in a literary text during or after a shared reading or other text-listening experience	<p>1.RL.3 Describe characters, settings, and major events in a story, using key/supporting details.</p> <p>1.RL.2 Retell stories, including key/supporting details, and demonstrate understanding of their central or main idea.</p> <p>1.RL.5 Explain the differences between fiction and nonfiction text using a wide range of text types.</p>	The new standard uses listening comprehension skills to identify a story's characters, setting, and plot. This standard combines two standards from 2017. As the standard is taught, differences between fiction and nonfiction should be embedded.
1.R.5 Determine the meaning of unknown and multiple-meaning words and phrases through read-alouds or other text-listening experiences.	<p>1.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	The new standard focuses on using context clues to define new words.
	1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).	This standard is measured in grade 3 (3.R.9).
<p>TEXT ANALYSIS</p> <p><i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i></p>	CRAFT AND STRUCTURE	
1.R.6 Recognize basic text features (table of contents, headings, captions, diagrams, bold/underlined words) during or after a shared reading or other text-listening experience.	1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate facts or information in a text.	The new standard identifies the text features used during shared reading or text listening experiences.
<p>1.R.8 Use a variety of fiction texts.</p> <p>a. Identify characters' feelings or traits in a story, poem, or nursery rhyme during or after a shared reading or other text-listening experience.</p> <p>b. Compare and contrast the adventures and experiences of characters in stories during or after a shared reading or other text-listening experience.</p>	<p>1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>1.RL.9 Compare and contrast the adventures and experiences of characters in stories.</p> <p>1.RL.6 Identify who is telling the story at various points in a text.</p>	The new standard combines the 2017 standards examining fiction texts.

	1.RI.8 Identify the reasons an author gives to support points in a text. 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Standards are measured in grades 2 and 3 (2.R.3a, 3.R.9).
	INTEGRATION OF KNOWLEDGE AND IDEAS	
	1.RL.10 Read prose and poetry on grade level proficiently and independently. 1.RI.10 Proficiently read informational texts on grade level.	The standards expect students to read text proficiently at the grade level. This expectancy is embedded into the proficiency expectations for the standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
1.W.1 Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.	Practice 1.L.1i Produce complete sentences in shared language activities.	The new standard focuses on developing and organizing the writing to meet the task, purpose, or audience. This standard is met through participation in interactive and shared writing experiences.
1.W.3 Write informative pieces that include details about the topic.	1.W.2 Write informative/explanatory texts. a. Name a topic. b. Supply some facts about the topic. c. Provide some sense of closure.	The new standard focuses on using writing to provide details about a topic. The writing foundations cluster addresses the organizational and structural components of writing.
1.W.4 Write opinion pieces on a topic using a reason to support the opinion.	1.W.1 Write opinion pieces. a. Introduce the topic or the name of the book they are writing about. b. State an opinion. c. Supply a reason for the opinion. d. Provide some sense of closure.	The new standard focuses on using writing to express an opinion and reason for that opinion about a topic. The writing foundations cluster addresses the organizational and structural components of writing.
1.W.5 Write narrative pieces that describe a single event with a beginning, middle, and end.	1.W.3 Write narratives. a. Recount two or more appropriately sequenced events. b. Include some details regarding what happened. c. Provide some sense of closure.	The new standard focuses on a single event. Written works need to have a beginning, middle, and end. The writing foundations cluster addresses the structural and organizational components of writing.
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
1.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. a. Planning: Generate ideas and plan (For example, Teacher structured oral rehearsal, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process	1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	The new standard provides details regarding the steps of the writing process.

<p>c. Revising: Improve writing by adding more details or deleting unnecessary wording or information</p> <p>d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards</p> <p>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</p>		
1.W.7 Produce writing with emotion or personality expressed through word choice.		The new standard expects students to use word choice to express emotion or personality in their writing.
	1.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
<p>1.L.1 Compose simple sentences.</p> <p>a. Begin with a capital letter and capitalize proper names, months, and days of the week.</p> <p>b. Conclude with a period, question mark, or exclamation mark.</p>	<p>Introduce 1.L.2a Capitalize dates and names of people.</p> <p>Introduce 1.L.2c Capitalize holidays, product names, and geographic names.</p> <p>Proficient 1.L.2p. Recognize and name end punctuation.</p> <p>Practice 1.L.2k Use end punctuation for sentences.</p>	The new standard combines the subskills as they pertain to writing simple sentences. The subskills are grouped according to similar categories.
<p>1.L.2 Recognize and use parts of speech in sentences.</p> <p>a. nouns as concrete objects (e.g., people, places, and things)</p> <p>b. regular plural nouns</p> <p>c. present-tense verbs as actions</p> <p>d. color, size, and number adjectives</p> <p>e. the pronouns I, me, you, and we</p> <p>f. the conjunctions and, or, and but</p>	<p>Practice 1.L.1m Common and proper noun</p> <p>Practice 1.L.1n Use regular plural nouns orally by adding /s/ or /es/.</p> <p>Practice 1.L.1o Use frequently occurring adjectives.</p> <p>Proficient 1.L.1s Use prepositions</p> <p>Proficient 1.L.1r Use frequently occurring conjunctions (and, or, but).</p> <p>Introduce 1.L.1i Use adjectives depending on what is to be modified.</p>	The new standard applies the subskills to use in sentences—the standards group subskills by similar categories. Please note the intent of this standard is that learners will use the parts of speech when writing sentences. They should also recognize these parts of speech in written text.
	<p>Introduce 1.L.1b Correctly use homophones (e.g., to, too, two; there, their).</p> <p>Introduce 1.L.1c Ensure subject-verb agreement.</p> <p>Introduce 1.L.1d Produce compound sentences.</p> <p>Introduce 1.L.1e Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement).</p> <p>Introduce 1.L.1f Form and use regular and irregular plural nouns.</p>	The items not included at the first-grade level identified skills to be introduced or practiced. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.

	<p>Introduce 1.L.1g Form and use the simple verb tenses (walked, walk, will walk).</p> <p>Introduce 1.L.1h Use personal, possessive, and indefinite pronouns.</p> <p>Introduce 1.L.1j Use demonstratives (that, those, these, this).</p> <p>Practice 1.L.1k Use question words (interrogatives).</p> <p>Practice 1.L.1p Use articles.</p>	
	<p>Introduce 1.L.1a Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>This item is not included at the first-grade level. It was identified as an introductory-level skill. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.</p>
	<p>Introduce 1.L.2b Use commas in dates and to separate single words in a series.</p> <p>Introduce 1.L.2d Use commas in greetings and closings of letters.</p> <p>Introduce 1.L.2e Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Introduce 1.L.2g Capitalize important words in titles.</p> <p>Introduce 1.L.2h Form and use possessives.</p> <p>Introduce 1.L.2j Use punctuation to separate items in a series.</p>	<p>The items not included at the first-grade level identified skills that were introductory. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.</p>
<p>INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</p>	<p>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	
<p>Standards begin in second grade.</p>		
	<p>1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>The research items begin in second grade. At the first-grade level, learning focuses on figuring out words and learning that text has meaning. These concepts may be embedded as activities within this level's experiences with informational or literary text.</p>
	<p>1.W.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p>	<p>The research items begin in second grade. Participation in shared reading and writing is embedded in the reading and writing standards.</p>

Grade 2

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
2.F.8 Decode words with phoneme-grapheme correspondences: a. vowel teams b. diphthongs c. three consonant blends d. other r-controlled e. silent e in multisyllabic words f. r-controlled in multisyllabic words g. vowel team in multisyllabic words h. consonant le i. homophones j. irregularly spelled high-frequency words k. silent letter combinations l. schwa m. common derivational suffixes (e.g., -ly, -ful, -able)	2.RF.3b Know spelling-sound correspondences for additional common vowel teams. 2.RF.3c Decode regularly spelled two-syllable words with long vowels. 2.RF.3e Identify words with inconsistent but common spelling-sound correspondence. 2.RF.3f Recognize and read grade-appropriate irregularly spelled words.	The new standard identifies phoneme-grapheme correspondences for decoding identified on the developmental progression for this age group. The elements identified reflect current research in reading development and instruction.
2.F.9 Encode words with phoneme-grapheme correspondences: a. closed and open syllables b. vowel teams c. soft and hard c and g; s as /z/ d. r-controlled e. prefixes and suffixes f. functions of y g. contractions h. irregularly spelled high-frequency words	Practice 2.L.2l Use conventional spelling for high-frequency and other studies words. Practice 2.L.2o Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Proficient 2.L.2t Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. Practice 2.L.2m Add prefixes and suffixes to base words (e.g., sitting, smiled, cries, happiness).	The new standard identifies phoneme-grapheme correspondences for spelling identified on the developmental progression for this age group. The elements identified reflect current research in reading development and instruction.
2.F.10 Determine the meaning of multiple-meaning words with phonics patterns that have been taught (e.g., synonyms, antonyms, homophones, homographs).	2.L.4 Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. 2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	The new standard summarizes the 2017 standards. The phonics patterns taught are identified in the example and standard F.8. Please note that the intent of the standard is to have the students identify the meaning of the multi-meaning words. They should use words containing phonics patterns they have learned.

<p>2.F.11 Use new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</p> <p>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>2.L.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2.L.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>The subskills identified in the old standards would fall under “making connections to previously learned words and relating new words to background knowledge.” These subskills provide strategies for learning the meaning of new words.</p>
	<p>2.RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.RF.3d Decode words with common prefixes and suffixes.</p>	<p>Vowel sounds were moved to kindergarten (K.F.8), and prefixes and suffixes were moved to grade 1 (1.F.8).</p>
<p>FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i></p>	<p>FLUENCY <i>RF.4 Read with sufficient accuracy and fluency to support reading comprehension.</i></p>	
<p>2.F.12 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding.</p> <p>*NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.</p>	<p>2.RF.4 Read grade-level text with purpose and understanding.</p> <p>2.RF.4a. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>2.RF.4b Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The new standard combines the subskills included in 2017. The note within the standard attempts to clarify how the “second-grade text” level may be determined.</p>
<p>FOUNDATIONS OF WRITING <i>Learners will write complete sentences and paragraphs.</i></p>		
<p>2.F.13 Write uppercase and lowercase letters accurately and automatically for all writing purposes.</p>		<p>The new standard develops automatic letter formation, which assists the writing process by allowing learners to focus on ideas rather than letter formation.</p>
<p>2.F.14 Write a paragraph including multiple complete sentences on a topic. (Example structures for an organization may include but are not limited to, summary, disciplinary literacy response, opinion, or informative.)</p>		<p>The new standard builds the organizational structures needed in future grade levels to produce pieces of writing.</p>

COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
2.C.1 Report on a topic or text, tell a story or recount an experience to a targeted audience with relevant facts and descriptive details.	2.SL.4 Tell a story or recount an experience with appropriate relevant facts and descriptive details and speak audibly in coherent sentences.	The new standard expands the ways students may demonstrate proficiency. Standard 2, PC. 2 addresses the audible speaking skill.
2.C.2 Speak audibly in complete sentences when appropriate to the task and situation to provide requested detail or clarifications.	2.SL.6 Speak in complete sentences when appropriate to the task and situation. (See Grade 2 Language Standards 1 and 3 for specific expectations.)	The new standard adds criteria for demonstrating proficiency.
2.C.3 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe.	2.L.6 Use words and phrases acquired through conversations, reading, being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).	The standard is the same.
2.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.		The new standard focuses on vocabulary acquired through listening comprehension.
	2.SL.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount experiences when appropriate to clarify ideas, thoughts, and feelings.	The standards focus on oral presentation skills. Drawings or visual displays may accompany these presentations but are not the standards' focus. Audio recordings of stories or poems may be made as a reading activity.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
2.C.6 Participate in collaborative conversations by linking comments to the remarks of others and asking questions.	2.SL.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. 2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. 2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	The new standard summarizes the subskills contained in the 2017 standards.

2.C.7 Work collaboratively by following agreed-upon rules and following/offering multi-step oral directions.	2.SL.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).	The new standard focuses on developing group collaboration skills, including following rules, following directions, and providing directions to others.
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
2.R.1 Comprehend information during and after listening to a grade-level text.	2.SL.2 Recount or describe the main idea and key/supporting details from a text read aloud or information presented orally or through media.	The new standard focuses on listening comprehension, as demonstrated through the reading comprehension strategies.
2.R.2 Ask and answer questions about key details before, during, and after reading a variety of literary and informational texts to compare, contrast, predict, or infer.	2.RL.1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key/supporting details in a text before, during, and after reading. 2.RI.1 Ask and answer who, what, where, when, why, and how to demonstrate understanding of key/supporting details in a text. Proficient 2.L.1t Use question words (interrogatives). 2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	The new standard combines the 2017 standards regarding answering questions about key details. Using the words “who, what, where, when, why, and how” question words would be a skill within this standard that a lesson objective may address. This standard embeds the description of the connections between a series of historical events, scientific ideas/concepts, or steps in a technical procedure as informational texts are compared.
2.R.3a Identify the main idea with some supporting details during or after reading an informational text or passage.	2.RI.2 Identify the main topic of a multi-paragraph text and retell key/supporting details that support the main topic. 2.RL.2 Recount stories from a variety of genres and diverse cultures and determine their central message, lesson, or moral. 2.RI.6 Identify the main purpose of a text, including the author’s point of view, explanation, or description. 2.RI.8 Describe how reasons support specific points the author makes in a text.	The new standard focuses on the identification of the main idea. The concept of the main idea extends to include the morals or lessons within a literary text and the author’s purpose for writing the text.

2.R.3b Retell the plot to include the beginning, middle, and end of a literary text after reading .	2.RL.2 Recount stories from a variety of genres and diverse cultures and determine their central message, lesson, or moral. 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate an understanding of its characters, setting, or plot.	The new standard combines the standards from 2017 focused on retelling the plot of stories.
	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	Proficiency is measured in grade 4 (4.R.9).
TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i>	CRAFT AND STRUCTURE	
2.R.6 Identify text features (timeline, maps/legends, graphs/charts, subheadings) and use previously learned text features (table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts or information in a text. 2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	The new standard identifies new features to be learned in second grade and features learned in first grade that should be reviewed.
2.R.8 Use a variety of fiction and poetry texts. a. Describe characters' feelings or traits during or after listening to a story. b. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) or the same type of poem by different authors or from different cultures after listening to a story or poem.	2.RL.3 Describe settings in a story and how characters respond to major events and challenges. 2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	The new standard focuses on demonstration through listening comprehension. As learners compare and contrast types of poetry, they will embed the 2017 standard describing the use of alliteration, rhymes, beats, and repeated lines to supply rhythm and meaning.
	INTEGRATION OF KNOWLEDGE AND IDEAS	
	2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, on grade level proficiently and independently. 2.RI.10 Proficiently read informational texts, including history/social studies, science, and technical texts, on grade level.	The standards expect students to be proficient at the grade level and include participation in group activities such as shared reading and writing. This standard is embedded in the other standards

WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
2.W.1 Produce writing appropriate to the task, purpose, or audience.		The new standard was added to emphasize the importance of producing writing appropriate to the task, purpose, or audience.
2.W.2 Write using an organizational structure that introduces a topic, includes supporting sentences, and provides a sense of closure.		The new standard identifies the elements of organizational structure pieces are expected to include. This standard embeds the structural elements from three 2017 standards.
2.W.3 Write informative pieces that include factual details on the topic.	2.W.2 Write informative/ explanatory texts. a. Introduce a topic. b. Use facts and definitions to develop points. c. Use transitional words when appropriate. d. Provide a concluding statement or section.	The new standard focuses on the elements of informational writing the piece is expected to include. Standard 2.W.2 addresses the organizational elements.
2.W.4 Write opinion pieces on a topic using reasons to support the opinion.	2.W.1 Write opinion pieces. a. Introduce the topic or the name of the book they are writing about. b. State an opinion. c. Supply reasons that support the opinion. d. Provide a concluding statement or section.	The new standard focuses on the elements of opinion writing the piece is expected to include. Standard 2.W.2 addresses the organizational elements.
2.W.5 Write narrative pieces that describe a well-elaborated event in sequence.	2.W.3 Write narratives. a. Recount a well-elaborated event or short sequence of events. b. Include details to describe actions, thoughts, and feelings. c. Use transitional words to signal event order. d. Provide a sense of closure.	The new standard focuses on the elements of narrative writing the piece is expected to include. Standard 2.W.2 addresses the organizational elements.
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
2.W.6 Develop and strengthen writing utilizing the five steps appropriate to task. a. Planning: Generate ideas and plan (For example: orally rehearse, graphic organizer, peer feedback). b. Drafting: Develop writing from the planning process. c. Revising: Improve writing by adding more details or deleting	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. 2.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English (e.g., texting vs. presentation vs. conversation style).	

<p>unnecessary wording or information.</p> <p>d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.</p> <p>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</p>		
2.W.7 Write with intentional word choice that integrates emotions or descriptive language.		The new standard focuses on using word choice within writing to express emotion or use descriptive language.
	2.W.6 Use a variety of digital tools to produce and publish writing, including collaboration with peers.	In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
2.L.1 Compose simple and compound sentences. a. Begin with a capital letter, and capitalize proper names, holidays, months, and days of the week. b. Conclude with appropriate punctuation, including the period, question mark, or exclamation mark.	Proficient 2.L.2p Capitalize dates and names of people. Proficient 2.L.2u Capitalize holidays, product names, and geographic names. Proficient 2.L.2q Use end punctuation for sentences. Proficient 2.L.2v Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Practice 2.L.1p Produce compound sentences.	The new standard combines the subskills within the 2017 standards that pertain to writing sentences. Specific types of sentences are addressed in 3.L.1.
2.L.2 Recognize and use parts of speech in sentences, including: a. common, proper, and irregular plural nouns b. tenses of verbs (e.g., past, present, future) c. the simple subject and simple predicate of a sentence d. descriptive adjectives and articles (e.g., a, an, the) as adjectives e. singular and plural personal pronouns and the nouns they replace. f. the conjunctions and, or, but	Proficient 2.L.1w Common and proper nouns. Proficient 2.L.1x Use regular plural nouns orally by adding /s/ or /es/. Proficient 2.L.1aa Use frequently occurring adjectives Proficient 1.L.1r Use frequently occurring conjunctions (and, or, but). Proficient 2.L.1cc Use adjectives depending on what is to be modified. Proficient 2.L.1bb Use articles. Proficient 2.L.1y Form and use the simple verb tenses (walk, walked, will walk). Introduce 2.L.1f Use verbs to convey a sense of past, present, and future. Introduce 2.L.1e Form and use the past tense of frequently occurring irregular verbs. Introduce 2.L.1g Form and use regular and irregular verbs. Introduce 2.L.1h Use reflexive pronouns (e.g., myself, ourselves).	The new standard organizes the subskills from 2017. Please note the intent of this standard is that learners will use the parts of speech when writing sentences. They should also recognize these parts of speech in written text.

	Practice 2.L.1r Form and use regular and irregular plural nouns.	
	Proficient 2.L.2r Use commas in dates and to separate single words in a series.	Standard met in 4.L.1 (commas in a series)
	Practice 2.L.2i Use an apostrophe to form contractions and frequently occurring possessives.	Standard is embedded in F.9.
	Introduce 2.L.2a Use commas in addresses. Introduce 2.L.2b Use commas and quotation marks in dialogue. Introduce 2.L.2c Use commas and quotation marks to mark direct speech and quotations from a text. Introduce 2.L.2d Use a comma before a coordinating conjunction in a compound sentence. Introduce 2.L.2e Use a comma to separate an introductory element from the rest of a sentence. Introduce 2.L.2f Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. Introduce 2.L.2g Use underlining, quotation marks, or italics to indicate titles of works. Practice 2.L.2h Use commas in greetings and closings of letters. Practice 2.L.2n Use punctuation to separate items in a series.	These items were not included at the second-grade level since they identified a skill to be introduced or practiced. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.
	Proficient 2.L.2v Capitalize important words in titles.	Moved to grade 3 (3.L.1).
	Introduce 2.L.1a Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Proficient 2.L.1u Produce complete sentences in shared language activities. Practice 2.L.1o Ensure subject-verb agreement. Practice 2.L.1q Use singular and plural nouns with matching verbs in basic sentences (simple subject/verb agreement).	These items were not included at the second-grade level since they identified a skill to be introduced or practiced. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level. Producing complete sentences was moved to the first-grade writing standards.
	Introduce 2.L.1b Use collective nouns. Introduce 2.L.1c Use abstract nouns (e.g., childhood). Introduce 2.L.1d Use possessive nouns. Introduce 2.L.1i Form and use comparative and superlative adjectives and choose between them depending on what is to be modified. Introduce 2.L.1j Use adverbs depending upon what is to be modified.	These items were not included at the second-grade level since they identified a skill to be introduced or practiced. The standards reflect skills on which students need to exhibit proficiency at the end of the grade level.

	<p>Introduce 2.L.1k Form and use comparative and superlative adverbs and choose between them depending on what it so be modified.</p> <p>Introduce 2.L.1l Use coordinating and subordinating conjunctions.</p> <p>Introduce 2.L.1m Use and explain interjections.</p> <p>Practice 2.L.1s Use demonstratives (that, those, these, this).</p> <p>Practice 2.L.1n Correctly use common homophones (e.g., to, too, two; there, their).</p>	
<p>INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.</p>	<p>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	
<p>2.IR.2 Locate important information on a topic in a provided source during a shared or interactive experience.</p>	<p>2.W.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>The new standard focuses on locating information and combines standards from 2017 about the research process.</p>
<p>2.IR.3 Use organizational tools to track information from a provided pair of sources relevant to a topic in a shared or interactive experience.</p>	<p>2.W.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>The new standard focuses on organizing the information obtained in the research process.</p>

Grade 3

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
3.F.8 Decode words with phoneme-grapheme correspondences, including: a. multisyllabic word construction and division <ul style="list-style-type: none"> open syllables closed syllables complex closed syllables long vowel VCe vowel-r syllables vowel team syllables consonant -le syllables syllable division principles (VC.CV, V.CV, etc.) b. inflectional endings c. Latin and Greek roots	3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes. 3.RF.3b Decode words with common Latin suffixes. 3.RF.3c Decode multi-syllabic words. 3.RF.3d Read grade-appropriate irregularly spelled words.	The new standard identifies phoneme-grapheme correspondences for decoding identified on the developmental progression for this age group. The elements included reflect the current reading development and instruction research.
3.F.9 Encode words with phoneme-grapheme correspondences, including: a. vowel teams b. diphthongs c. three consonant blends d. other r-controlled e. silent letter combinations f. less common digraphs (e.g., ph(/f/), gh (/f/), ch (/k/ and /sh/) g. trigraphs h. schwa i. common derivational suffixes (e.g., -ly, -able, -ful) j. irregularly spelled high-frequency words	Introduce 3.L.2j Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Practice 3.L.2m Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil). Practice 3.L.2o Use conventional spelling for high-frequency and other studied words. Practice 3.L.2c Add prefixes and suffixes to base words.	The new standard identifies phoneme-grapheme correspondences for spelling identified on the developmental progression for this age group. The included elements reflect the current reading development and instruction research.
3.F.10 Determine the meaning of multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, homographs).	3.L.4 Determine or clarify the meanings of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Proficient 3.L.1p Correctly use common homophones (e.g., to, too, two; there, their).	The new standard summarizes the 2017 standards.

<p>3.F.11 Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.</p> <p>a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.</p>	<p>3.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.L.5b Identify real-life connections between words and their use.</p> <p>3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3.L.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.</p>	<p>The new standard summarizes the 2017 standards. The subskills identified in the 2017 standards would provide strategies for “making connections.”</p>
<p>FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i></p>	<p>FLUENCY <i>RF.4 Read with sufficient accuracy and fluency to support reading comprehension.</i></p>	
<p>3.F.12 Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding.</p> <p>*NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.</p>	<p>3.RF.4a Read grade-level text with purpose and understanding.</p> <p>3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The new standard combines the subskills included in 2017—the note within the standard attempts to clarify how the “third-grade text” level may be determined.</p>
<p>FOUNDATIONS OF WRITING Learners will write complete sentences and paragraphs.</p>		
<p>3.F.14 Write an organized paragraph that includes a topic sentence, supporting sentences, and a concluding sentence. (Example structures for an organization may include, but are not limited to, summary, disciplinary literacy response, opinion, or informative).</p>		<p>The new standard builds the organizational structures needed in future grade levels to produce pieces of writing.</p>

COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	PRESENTATION OF KNOWLEDGE AND IDEAS	
3.C.1 Report relevant facts and descriptive details of a topic, text, story, or experience for a targeted audience.	3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	The new standard is demonstrated through a report given individually or in a group on a topic or text, storytelling, or recounting an experience. It identifies a targeted audience. The speaking skills in the 2017 standard are moved to standard 3.C.2.
3.C.2 Speak audibly in complete sentences using proper eye contact and volume to express thoughts, feelings, and ideas.	3.SL.6 Speak in complete sentences when appropriate to the task and situation. (See Grade 3 Language Standards 1 and 3 for specific expectations.)	The new standard adds speaking audibly, using appropriate eye contact and volume when demonstrating this standard. It sets the purpose of expressing thoughts, feelings, and ideas.
3.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.	3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	The new standard focuses on the use of vocabulary acquired through listening.
	3.SL.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	The standards focus on oral presentation skills. Drawings or visual displays may accompany these presentations but are not the standards' focus. Audio recordings of stories or poems may be made as a reading activity.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose.	COMPREHENSION AND COLLABORATION	
3.C.6 Engage in conversations by using active listening skills by asking and answering questions.	3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 3.SL.1c. Ask questions to check understanding of the information presented, stay on topic, and link their comments to the remarks of others. 3.SL.1d. Explain their own ideas and understanding in light of the discussion.	The new standard summarizes the collaborative discussion subskills identified in 2017. The standard about working in collaborative groups (3.C.7) includes the use of agreed-upon rules since group norms are usually developed within that context.

	3.SL.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).	
3.C.7 Engage collaboratively by following agreed-upon rules.	3.SL.1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion).	The new standard focuses on collaborative skills, including following agreed-upon rules for setting group norms/rules.
	3.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Formal preparation for discussions is a standard measured in grade 6 (6.C.5).
READING (R) Learners will comprehend, analyze, and literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
3.R.1 Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	The new standard focuses on developing listening comprehension skills related to reading comprehension.
3.R.2 Ask and answer questions about key details before, during, and after reading a variety of genres, literary, and informational texts using text evidence to compare, contrast, predict, and infer.	3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text (textual evidence) as the basis for the answers. 3.RI.1 Ask and answer questions to demonstrate understanding of a text (textual evidence), referring explicitly to the text as the basis for the answers. 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	The new standard focuses on asking and answering questions about key details and using text evidence to compare and contrast information, make predictions, and make inferences.
3.R.3a Summarize the main idea(s) with supporting details during or after reading an informational text or passage.	3.RI.2 Determine the main idea of a text and recount the key details to explain how they support the main idea.	The new standard allows students to identify multiple main ideas when reading.
3.R.3b Summarize the story by including major story elements after reading a literary text or passage.	3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures, to determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	The new standard emphasizes the inclusion of major story elements rather than the main idea, lesson, or moral.

<p>3.R.5 Determine the meaning of unknown and multi-meaning words within a text.</p>	<p>3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase. 3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context. 3.L.4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases. 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>The 2017 subskills identified strategies to determine the meaning of unknown or multi-meaning words. The new standard does not list specific strategies.</p>
<p>TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.</i></p>	<p>CRAFT AND STRUCTURE</p>	
<p>3.R.6 Use text features (e.g., glossary, index, sidebars) and previously learned text features (e.g., timeline, maps/legends, graphs/charts, subheadings, table of contents, headings, captions, diagrams, bold/underlined words) to read and understand a text or passage.</p>	<p>3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>The new standard combines 2017 standards and identifies new and previously learned text features that third graders should use proficiently.</p>
<p>3.R.7 Identify examples of literary devices: a. personification b. hyperbole c. simile d. alliteration e. onomatopoeia</p>		<p>The new standard introduces literary devices at the third-grade level.</p>
<p>3.R.8 Analyze a variety of fiction and poetry texts. a. Describe characters' feelings, traits, motivations, and actions after reading a story. b. Compare and contrast the elements of stories and poems (e.g., characters, settings, plots, stanzas, verses).</p>	<p>3.RL.3 Describe the characters in a story (e.g., their traits, motivations, or feelings) and their actions. 3.RL.7 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). 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series). 3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>The new standard combines standards from 2017 regarding descriptions of characters within and comparisons of components of literary texts.</p>

3.R.9 Determine the most important points and key details presented in two nonfiction texts on the same topic.	3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	The new standard asks students to compare elements of informational text. It combines standards from 2017.
	3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters. 3.RI.6 Identify first and third-person points of view.	This standard is addressed in grade 4 (4.R.8a).
INTEGRATION OF KNOWLEDGE AND IDEAS		
	3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently. 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
3.W.1 Produce writing that is organized appropriately to the task, purpose, or audience.	3.W.4 Produce writing in which the development and organization are appropriate to the task and purpose.	The new standard considers the audience and the writing task and purpose.
3.W.2 Write using an organizational structure that incorporates a topic sentence, body, and a concluding statement appropriate to the task.		The new standard describes the expectations for organizational structures that need to be included in written pieces at this grade level.
3.W.3 Write organized informative pieces that include factual details on the topic.	3.W.2 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 transitional words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	The new standard identifies the expectation for the informative piece. Standard 3.4.14 addresses the organizational structure elements identified in 2017.

<p>3.W.4 Write organized opinion pieces on a topic using evidence to support the opinion.</p>	<p>3.W.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use transitional words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. 	<p>The new standard identifies the expectation for the opinion piece. Standard 3.F.14 addresses the organizational structure elements identified in 2017.</p>
<p>3.W.5 Write narrative pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.</p>	<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show characters' responses to situations. Use transitional words and phrases to signal event order. Provide a sense of closure. 	<p>The new standard identifies the expectations for the narrative piece. Standard 3.F.14 addresses the organizational structure elements identified in 2017.</p>
<p>WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i></p>	<p>PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING</p>	
<p>3.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task and purpose.</p> <ol style="list-style-type: none"> Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) Drafting: Develop writing from the planning process Revising: Improve writing by adding more details or deleting unnecessary wording or information. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 	<p>3.W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>3.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Recognize and observe differences between the conventions of spoken and written standard English. 	<p>The new standard provides details regarding the steps in the writing process.</p>

3.W.7 Write with intentional word choice that integrates emotion or descriptive language to develop visual imagery for the reader.	3.L.3a Choose words and phrases for effect.	The new standard focuses on word choice selection used to incorporate emotion or descriptive language into writing to develop visual images for the reader.
	3.W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools, as well as to interact and collaborate with others.	In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
3.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. a. Begin with a capital letter, and capitalize titles of respect, words in titles, and geographical names. b. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences. c. Use commas before a coordinating conjunction and to separate individual words in a series.	Proficient 2.L.2p Capitalize dates and names of people. Proficient 2.L.2u Capitalize holidays, product names, and geographic names. Proficient 2.L.2q Use end punctuation for sentences. Proficient 2.L.2v Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. Practice 3.L.1g Produce compound sentences. Proficient 2.L.2v Capitalize important words in titles. Practice 3.L.2f Use punctuation to separate items in a series. Practice 3.L.2e Use a comma before a coordinating conjunction in a compound sentence.	The new standard organizes and summarizes the language components from 2017 focused on language mechanics as used in sentences.
3.L.2 Recognize and use parts of speech in sentences: a. concrete, abstract, and possessive nouns b. different types of verbs (i.e., action, linking, helping) and their roles in a sentence c. the complete subject and complete predicate of a sentence d. possessive adjectives e. prepositions f. coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) g. -ly adverbs	Practice 3.L.2b Form and use possessives. Introduce 3.L.1b Form and use the progressive verb tenses. Introduce 3.L.1c Form and use the perfect verb tenses. Practice 3.L.1i Form and use regular and irregular plural nouns. Practice 3.L.1k Use abstract nouns. Practice 3.L.1l Use possessive nouns. Practice 3.L.1m Form and use regular and irregular verbs. Introduce 3.L.1e Form and use prepositional phrases. Proficient 3.L.1s Form and use the past tense of frequently occurring irregular verbs. Proficient 3.L.1t Use verbs to convey a sense of past, present, and future. Proficient 3.L.1w Use adverbs depending on what is to be modified. Introduce 4.L.1c Explain and use linking verbs.	The new standard organizes and summarizes the 2017 components about parts of speech as used in sentences. Please note the intent of this standard is that learners will use the parts of speech when writing sentences. They should also recognize these parts of speech in written text.

	<p>Proficient 3.L.2l Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>Proficient 3.L.1r Use collective nouns.</p>	
	<p>Proficient 3.L.2n Use commas in addresses.</p> <p>Proficient 3.L.2k Use commas in greetings and closings of letters.</p>	The uses of commas in the 2017 standards were not included since the committee felt these uses may be specific to tasks that may be assigned.
	<p>Practice 3.L.2d Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Practice 3.L.2g Use a comma to separate an introductory element from the rest of a sentence.</p> <p>Practice 3.L.2h Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate a direct address.</p> <p>Practice 3.L.2i Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>Practice 3.L.2a Use commas and quotation marks in dialogue.</p>	These practice-level items were not included at the third-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	<p>Practice 3.L.1h Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Practice 3.L.1f Ensure subject-verb agreement.</p> <p>Practice 3.L.1n Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.</p> <p>Practice 3.L.1o Form and use comparative and superlative adverbs and choose between them depending on what it so be modified.</p> <p>Introduce 3.L.1a Produce complex and compound-complex sentences.</p>	These practice-level items were not included at the third-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	Proficient 3.L.1q Use singular and plural nouns with matching verbs in a basic sentence (simple subject/verb agreement).	This standard is addressed in grade 4 (4.L.2c).
	<p>Proficient 3.L.1u Use reflexive pronouns.</p> <p>Proficient 3.L.1x Use and explain interjections.</p> <p>Proficient 3.L.1v Use demonstratives (that, those, these, this).</p>	Standard 3.L.1u is measured in grades 9-10 (9-10.L.1e). The research referenced did not identify interjections and demonstratives as grammar skills third graders were expected to use proficiently. Thus, these grammar concepts were not included in the standards.

INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
3.IR.1 Choose a topic of interest to research.	3.W.7 Conduct short research projects that build knowledge about a topic.	The new standard focuses on the first step of the research process, identifying a topic.
3.IR.2 Locate relevant information on a topic from a provided credible source or database.		The new standard focuses on identifying relevant information within the credible source provided.
3.IR.3 Use organizational tools to track information from a provided credible source relevant to a topic.	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	The new standard emphasizes using graphic organizers to record information from sources, while the 2017 standard focuses on note-taking.
3.IR.4 Identify a fact or an opinion based on information provided by the author.		The new standard focuses on identifying facts and opinions within the information. This skill leads to identifying bias and logical fallacies in later grades and aligns with Library Media standards (3.E.1).

Grade 4

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
4.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context, including: a. multisyllabic word construction and division that includes: <ul style="list-style-type: none"> open syllables closed syllables complex closed syllables long vowel: VCe vowel-r syllables vowel team syllables consonant –le syllables syllable division principles (VC/CV, V/CV, etc.) b. inflectional endings c. Latin and Greek roots.	4.RF.3a 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.	The new standard identifies phoneme-grapheme correspondences for decoding identified on the developmental progression for this age group. These elements reflect current research in reading development and instruction.
4.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context including: a. multisyllabic word construction and division that includes: <ul style="list-style-type: none"> open syllables closed syllables complex closed syllables long vowel: VCe vowel-r syllables vowel team syllables consonant –le syllables syllable division principles (VC/CV, V/CV, etc.) b. common Latin roots c. inflectional and derivational endings d. schwa	Practice 4.L.2f Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) Practice 4.L.2c Add prefixes and suffixes to base words.	The new standard identifies phoneme-grapheme correspondences for spelling identified on the developmental progression for this age group. These elements reflect current research in reading development and instruction.

<p>4.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).</p>	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>	<p>The new standard does not list the strategies used to find the meaning of unknown words or multi-meaning words listed in the subskills of the 2017 standards. The focus of the standard is the ability to determine or clarify word meaning.</p>
<p>4.F.11 Accurately interpret general academic and domain-specific words and phrases.</p>	<p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being) and that are basic to a particular topic.</p> <p>4.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>The new standard combines standards from 2017 and focuses on accurately interpreting academic and domain-specific terms.</p>
<p>FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i></p>	<p>FLUENCY <i>RF.4 Read with sufficient accuracy and fluency to support reading comprehension.</i></p>	
<p>4.F.12 Read accurately and automatically a variety of fourth-grade texts with expression, phrasing, purpose, and understanding.</p> <p>*NOTE: Refer to grade level Foundation and Reading Standards to assist with text selection.</p>	<p>4.RF.4a Read grade-level text with purpose and understanding.</p> <p>4.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>The new standard combines the subskills included in 2017. The note within the standard attempts to clarify how the “fourth-grade text” level may be determined.</p>

FOUNDATIONS OF WRITING <i>Learners will write complete sentences and paragraphs.</i>		
4.F.14 Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).		The new standard builds the organizational structures needed in future grade levels to produce pieces of writing.
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
4.C.1 Organize and present information as an individual and group for a formal and informal audience.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	The new standard combines standards from 2017 about content presentation and organization. The portions addressing presentational skills are found in standard 4.C.2.
4.C.2 Present ideas using proper eye contact, body language, and volume in formal and informal situations.	4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	The new standard focuses on presentational skills. Standard 4.C.1 addresses the portions of the 2017 standard related to content and organization.
4.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.		The new standard focuses on the accurate use of vocabulary obtained through listening.
	4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	The standards focus on oral presentation skills. Drawings or visual displays may accompany these presentations but are not the standards' focus. Audio recordings of stories or poems may be added as a reading activity.

COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
4.C.6 Engage in a range of discussions by using active listening skills by posing and responding to specific questions.	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 4.SL.1c. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. 4.SL.1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. 4.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	The new standard combines and summarizes the subskills listed in the 2017 standards.
4.C.7 Engage collaboratively to accomplish a common goal or purpose.		The new standard addresses active participation in group collaboration to accomplish a goal or purpose. This standard helps develop 21st-century skills students will need after high school.
	4.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Formal preparation for discussions is a standard measured in grade 6 (6.C.5).
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
4.R.1 Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	The new standard combines two 2017 standards about listening comprehension. It references reading standards, which contain the 2017 elements.

<p>4.R.2 Make inferences while reading a variety of genres, literary, and informational texts, providing text evidence.</p>	<p>4.RL.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.</p> <p>4.RI.1 Refer to details and examples in a text (textual evidence) when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.</p>	<p>The new standard combines the inference standards from 2017.</p>
<p>4.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.</p>	<p>4.RI.2 Determine the main idea of a text and explain how it is supported by key details.</p> <p>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>The new standard focuses on summarizing the main idea and supporting details found within a text, as when researching. The 2017 standard asks students to identify these.</p>
<p>4.R.3b Summarize the story by including major story elements after reading a literary text or passage.</p>	<p>4.RL.1 Refer to details and examples using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.</p>	<p>The new standard focuses on including the major story elements when summarizing a literary text or passage. Standard 4.R.2 addresses the inference portion of the 2017 standard.</p>
<p>4.R.4 Identify a theme based on textual evidence.</p>	<p>4.RL.2 Determine a theme of a story (e.g., myths and various literary texts), dramas, or poems from details in the text.</p>	<p>The new standard's focus is the same as the 2017 standard; however, the theme's identification is based on text evidence.</p>
<p>4.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.</p>	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4.L.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>The new standard summarizes the 2017 standard, which focused on finding or clarifying the meaning of unknown or multi-meaning words. It does not identify specific strategies to be used.</p>

TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i>	CRAFT AND STRUCTURE	
4.R.6 Determine the structure of an informational text. a. compare/contrast b. cause/effect c. problem/solution d. description e. sequential	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	The new standard asks students to determine the informational structures used and lists the different informational text structures.
4.R.7 Identify and use literary devices: a. metaphor b. idiom c. personification d. hyperbole e. simile f. alliteration g. onomatopoeia	4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4.L.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs. 4.RL.4 Determine the allusions in the meaning of words and phrases as they are used in a text, including, but not limited to, significant characters found in mythology.	The new standard asks students to find and reference textual evidence of literary devices. The list combines and expands the subskills listed in the 2017 standards.
4.R.8 Analyze a variety of fiction and poetry texts. a. Describe characters' feelings, traits, motivations, actions, and points of view after reading a literary story. b. Compare and contrast similar themes, topics, and patterns of events in fiction stories and poetry (e.g., myths or traditional literature from different cultures).	4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations. 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., the opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text (e.g., book, movie, play, poetry, song). 4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	The new standard asks students to describe and compare literary texts and types of poetry. The new standard combines skills identified in the 2017 standards.

4.R.9 Integrate information from two texts on the same topic.	4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	The new standard focuses on comparing informational texts. It embeds the concepts within two 2017 standards.
	INTEGRATION OF KNOWLEDGE AND IDEAS	
	4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently. 4.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.	The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
4.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.	4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.	The standard is the same as in 2017 but worded differently.
4.W.2 Write using an organizational structure that incorporates an introductory paragraph, a body, and a concluding section appropriate to the task.		The new standard focuses on the organizational structure of a piece of writing.
4.W.3 Write organized informative pieces that include factual details on the topic.	4.W.2 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 when useful to aiding comprehension. 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 transitional 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.	The new standard focuses on the elements of informative writing that need to be included in the piece. The organizational structure elements from the 2017 standard are addressed in 4.W.2.

	e. Provide a concluding statement or section related to the information or explanation presented.	
4.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.	4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using transitional words and phrases (e.g., in order to, in addition). Provide a concluding statement or section related to the opinion presented. 	The new standard focuses on the elements of argumentative writing that need to be included in the piece. The organizational structure elements from the 2017 standard are addressed in 4.W.2.
4.W.5 Use narrative techniques (e.g., dialogue, descriptions) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.	4.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	The new standard focuses on the narrative techniques that must be included in the written piece. 4.W.2 addresses the organizational structure elements from the 2017 standard.
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
4.W.6 Develop and strengthen writing utilizing the five steps appropriate to the task. <ol style="list-style-type: none"> Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) Drafting: Develop writing from the planning process Revising: Improve writing by adding more details, deleting unnecessary wording or 	4.W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.). 4.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> Choose punctuation for effect. Differentiate between contexts that call for formal English and 	The new standard provides more specific details regarding the writing process steps.

<p>information, and elaborating or combining sentences</p> <p>d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards.</p> <p>e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece.</p>	<p>situations where informal discourse is appropriate.</p> <p>Practice 4.L.1p Resolve issues of a complex or contested usage, consulting reliable references as needed.</p>	
<p>4.W.7 Write with intentional word choice that integrates emotion or figurative language choices that develop visual imagery for the reader.</p>	<p>4.L.3a Choose words and phrases to convey ideas precisely.</p>	<p>The new standard adds details regarding the uses of intentional word choice.</p>
	<p>4.W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools, as well as to interact and collaborate with others.</p>	<p>In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.</p>
<p>LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i></p>		
<p>4.L.1 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p> <p>a. Capitalize proper nouns, proper adjectives, and the first letter of a quotation.</p> <p>b. Use periods with declarative and imperative sentences, question marks with interrogative sentences and exclamation points with exclamatory sentences.</p> <p>c. Use commas to separate individual words in a series and to indicate dialogue.</p> <p>d. Use quotation marks to indicate dialogue.</p>	<p>Practice 4.L.1j Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Proficient 4.L.1r Produce compound sentences.</p> <p>Practice 4.L.2a Use commas and quotation marks in dialogue.</p> <p>Proficient 4.L.2i Use punctuation to separate items in a series.</p> <p>Proficient 4.L.2g Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>The new standard focuses on the language mechanics used when writing sentences. It eliminated the redundancy of elements found in the 2017 standards.</p> <p>Grade 5 addresses the use of quotation marks identified in standards 4.L.2a and 4.L.2g.</p>
<p>4.L.2 Recognize and use parts of speech in sentences:</p> <p>a. irregular possessive nouns (e.g., children's)</p> <p>b. irregular and past participle verbs and verb tense to identify settings, times, and sequences</p> <p>c. subject and verb agreement</p> <p>d. comparative and superlative adjectives</p> <p>e. prepositional phrases</p> <p>f. possessive pronouns and the nouns they replace (i.e., antecedents)</p> <p>g. adverbs of frequency (e.g., always, often, never)</p>	<p>Proficient 4.L.1q Ensure subject-verb agreement.</p> <p>Introduce 4.L.1d Use verb tense to convey various times and sequences.</p> <p>Proficient 4.L.1v Form and use regular and irregular verbs.</p> <p>Proficient 4.L.1w Form and use comparative and superlative adjectives and choose between them depending on what is to be modified.</p> <p>Practice 4.L.1l Use possessive nouns.</p> <p>Practice 4.L.1m Form and use the progressive verb tenses.</p> <p>Practice 4.L.1n Form and use the perfect verb tenses.</p> <p>Proficient 4.L.1z Form and use prepositional phrases.</p> <p>Practice 4.L.2b Form and use possessives.</p>	<p>The new standard focuses on the parts of speech used in sentences. The components from the 2017 standard were organized, and redundancy was eliminated. Please note the intent of this standard is that learners will use the parts of speech when writing sentences. They should also recognize these parts of speech in written text.</p>

	<p>Practice 4.L.1j Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Practice 4.L.2d Use a comma to separate an introductory element from the rest of a sentence.</p> <p>Practice 4.L.2e Use underlining, quotation marks, or italics to indicate titles of works.</p>	The introductory or practice-level items were not included at the fourth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	<p>Practice 4.L.1k Produce complex and compound-complex sentences.</p> <p>Practice 4.L.1c Rearrange complete simple and compound sentences of a variety of lengths.</p>	The introductory or practice-level items were not included in the fourth-grade standards. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	<p>Introduce 4.L.1b Ensure pronoun-antecedent agreement.</p> <p>Introduce 4.L.1e Use relative pronouns.</p> <p>Introduce 4.L.1f Use relative adverbs.</p> <p>Introduce 4.L.1g Use correlative conjunctions.</p> <p>Practice 4.L.1o Use helping and modal auxiliaries to convey various conditions.</p> <p>Introduce 4.L.1h Use coordinating and subordinating conjunctions.</p> <p>Introduce 4.L.1i Explain the function of coordinating conjunctions.</p>	These items were not included at the fourth-grade level since they identified introductory or practice-level skills. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
4.IR.1 Choose a topic of interest and generate several questions about it for research.	4.W.7 Conduct short research projects that build knowledge through the investigation of different aspects of a topic.	The new standard focuses on selecting a topic to research and generating research questions which is the first step in the research process.
4.IR.2 Locate relevant information on a topic from a provided credible source or database.	4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.	The new standard focuses on locating information from a provided credible source.
4.IR.3 Use organizational tools and a notetaking strategy to track relevant information from a provided credible source on a topic.	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	The new standard focuses on tracking information from provided credible sources through graphic organizers or notetaking strategies. A variety of notetaking strategies are listed as examples from which to choose.

<p>4.IR.4 Determine a fact or opinion based on information provided by the author.</p>		<p>The new standard focuses on determining whether the author's information is fact or opinion. This skill identifies bias and logical fallacies in later grades and aligns with the Library Media standards (4.E.1).</p>
<p>4.IR.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.</p>	<p>4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.</p>	<p>The new standard focuses on citing and referencing sources with a bibliography page. This standard aligns with fourth-grade Library Media standards (4.IP.2, 4.IP.3).</p>

DRAFT

Grade 5

2023 ELA Standards	2017 ELA Standards	Changes
FOUNDATIONS OF LITERACY (F) Learners will apply foundational reading and writing skills by working with sounds, letters, words, sentences, and texts.	Reading Standards: Foundational Skills	
PHONICS AND WORD STUDY <i>Learners will decode, encode, and connect meaning to word parts and words.</i>	PHONICS AND WORD RECOGNITION RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Vocabulary was added to this cluster K-5. Spelling (encoding) was added to this cluster.
5.F.8 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context: a. multisyllabic word construction and division that includes: <ul style="list-style-type: none"> open syllables closed syllables complex closed syllables long vowel: VCe vowel-r syllables vowel team syllables consonant –le syllables syllable division principles (VC/CV, V/CV, etc.) b. inflectional endings c. Latin and Greek roots	5.RF.3a 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.	The new standard identifies phoneme-grapheme correspondences for decoding identified on the developmental progression for this age group. These elements reflect current research in reading development and instruction.
5.F.9 Encode words using the combined knowledge of syllabication patterns and morphology in context and out of context: a. multisyllabic word construction and division that includes: <ul style="list-style-type: none"> open syllables closed syllables complex closed syllables long vowel: VCe vowel-r syllables vowel team syllables consonant –le syllables syllable division principles (VC/CV, V/CV, etc.) b. common Latin and Greek roots c. inflectional and derivational endings d. schwa	Practice 5.L.2c Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). Practice 5.L.2b Add prefixes and suffixes to base words.	The new standard identifies phoneme-grapheme correspondences for spelling identified on the developmental progression for this age group. These elements reflect current research in reading development and instruction.
5.F.10 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies with varying texts (e.g., synonyms, antonyms, homophones, and homographs).	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	The new standard focuses on finding or clarifying the meaning of unknown and multiple-meaning words. It does not define the strategies, as was done in 2017.

	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p> <p>5.L.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
5.F.11 Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in the text, choosing from a range of strategies.	<p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	The focus of the new standard is the acquisition and use of grade-level vocabulary without specifying the types of words.
FLUENCY <i>Learners will read with sufficient accuracy, rate, and expression to support comprehension.</i>	FLUENCY <i>RF.4 Read with sufficient accuracy and fluency to support reading comprehension.</i>	
<p>5.F.12 Read accurately and automatically a variety of fifth-grade texts with expression, phrasing, purpose, and understanding.</p> <p>*NOTE: Refer to grade-level Foundations or Literacy and Reading standards to assist with text selection.</p>	<p>5.RF.4a Read grade-level text with purpose and understanding.</p> <p>5.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	The new standard combines the subskills included in 2017. The note within the standard attempts to clarify how the “fifth-grade text” level may be determined.
FOUNDATIONS OF WRITING <i>Learners will write complete sentences and paragraphs.</i>		
5. F.14 Write multiple organized paragraphs that include a topic sentence, multiple supporting sentences, and a concluding sentence. (Example structures for an organization may include but are not limited to, summary, disciplinary literacy response, compare/contrast, cause and effect, problem and solution, or opinion or informative structures for organization).		The new standard builds the organizational structures needed in future grade levels to produce pieces of writing.

COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION Learners will organize and express information in a format appropriate to the audience and purpose.	PRESENTATION OF KNOWLEDGE AND IDEAS	
5.C.1 Organize and present information as an individual and group for a formal and informal audience.	5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.	The new standard focuses on the content and information presented to the targeted audience.
5.C.2 Present ideas using proper eye contact, body language, and volume in formal and informal situations.	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.	The new standard focuses on the speaker's presentational skills.
5.C.4 Use grade-appropriate conversational, general academic, and domain-specific words and phrases.		The new standard focuses on using vocabulary acquired through listening appropriately.
	5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	The standards focus on oral presentation skills. The drawings or visual displays may accompany these presentations but are not the standards' focus.
COLLABORATION Learners will work effectively with their peers to accomplish a common goal or purpose.	COMPREHENSION AND COLLABORATION	
5.C.6 Engage in a range of discussions by using active listening skills by posing and responding to specific questions to clarify information.	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 5.SL.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 5.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles. 5.SL.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	The new standard summarizes the components of collaborative discussions identified within the sub-standards in 2017.

5.C.7 Engage collaboratively to accomplish a common goal or purpose.		The new standard addresses active participation in group collaboration to accomplish a goal or purpose. This standard helps develop 21st-century skills students will need post-high school.
	5.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Formal preparation for discussions is a standard measured in grade 6 (6.C.5).
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
5.R.1 Comprehend information during and after listening to a grade-level text. *Refer to other grade-level standards to support comprehension.	5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The new standard focuses on listening comprehension skills embedding the comprehension skills identified in 2017.
5.R.2 Make inferences drawn from the text during and after reading a variety of genres, literary, and informational texts.	5.RI.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text. Summarize the text.	The new standard focuses on making inferences from the text read. Quoting information is measured in grades 7 and 8 as research-related (7.IR.5a, 8.IR.5a).
5.R.3a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details. 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	The new standard is similar to the 2017 standard, which requires finding the main idea(s) and supporting details within a text. The new standard uses summarization to demonstrate this skill.
5.R.3b Summarize the story by including major story elements after reading a literary text.	5.RL.1 Quote accurately using textual evidence when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	The new standard focuses on summarizing major story elements. Standard 5.R.2 addresses inferences. Quoting evidence is measured in grade 7 (7.IR.5a).

5.R.4 Determine a theme or claim based on textual evidence.	5.RL.2 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. 5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key ideas.	The new standard focuses on using textual evidence to determine a theme or claim presented in a text.
5.R.5 Determine the meaning of unknown and multiple-meaning words and phrases within a text.	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. a. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	The new standard focuses on finding or clarifying the meaning of unfamiliar words when reading text. Unlike in 2017, it does not specify the strategies used.
TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts in varying genres and formats.</i>	CRAFT AND STRUCTURE	
5.R.6 Describe the structure of informational texts: a. compare/contrast b. cause/effect c. problem/solution d. description e. sequential	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	The new standard focuses on describing the structure of an informational text. The comparisons from the 2017 standard are embedded within this standard.
5.R.7 Determine how literary devices contribute to the meaning of a text: a. imagery b. metaphor c. idiom d. personification e. hyperbole f. simile g. alliteration h. onomatopoeia	5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 5.L.5a Interpret figurative language, including similes and metaphors in context. 5.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs. 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The new standard focuses on determining how literary devices contribute to the meaning of the text. It lists potential forms of literary devices that may be used, increasing the detail provided in the previous standards and combining several standards and substandards from 2017.

<p>5.R.8 Analyze a variety of fiction and poetry texts.</p> <ol style="list-style-type: none"> Describe how an author develops a character's perspective after reading a story. Identify the point of view of a story. Compare and contrast stories in the same genre and types of poetry on their approaches to similar themes and topics. 	<p>5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.7 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).</p>	<p>The new standard combines standards from 2017 focusing on characters, points of view, and comparisons of text features and structures.</p>
<p>5.R.9 Integrate information from several texts or media on the same informational topics.</p>		<p>The new standard focuses on combining information from several texts/media on the same topic as would be done in research.</p>
	<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
	<p>5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level independently and proficiently.</p> <p>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level independently.</p>	<p>The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</p>	<p>WRITING</p>	
<p>TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i></p>	<p>TEXT TYPES AND PURPOSES</p>	
<p>5.W.1 Produce clear writing in which the development and organization are appropriate to the task, purpose, or audience.</p>	<p>5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience.</p>	<p>The standards are the same.</p>
<p>5.W.2 Write using an organizational structure that incorporates an introductory paragraph, multiple paragraphs (body), and a concluding section appropriate to the task.</p>		<p>The new standard focuses on the organizational structure of written pieces.</p>

<p>5.W.3 Write organized informative pieces that include factual details on the topic.</p>	<p>5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using transitional words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	<p>The new standard addresses the expectations for informative writing. Standard 5.W.2 addresses the organizational structure addressed in 2017.</p>
<p>5.W.4 Write organized argumentative pieces on a topic using evidence to support the claim.</p>	<p>5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using transitional words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 	<p>The new standard addresses the expectations for argumentative writing, and Standard 5.W.2 addresses the organizational structure addressed in 2017.</p>
<p>5.W.5 Use narrative techniques (e.g., dialogue, description, pacing) to write pieces that describe a well-elaborated real or imagined event in a sequence that unfolds naturally.</p>	<p>5.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show characters' responses to situations. 	<p>The new standard addresses the expectations for argumentative writing, and Standard 5.W.2 addresses the organizational structure addressed in 2017.</p>

	<ul style="list-style-type: none"> c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. 	
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
5.W.6 Develop and strengthen writing utilizing the five steps as appropriate to task, purpose, and audience. <ul style="list-style-type: none"> a. Planning: Generate ideas and plan (For example: orally rehearse, mentally reflect, graphic organizer, peer feedback) b. Drafting: Develop writing from the planning process c. Revising: Improve writing by adding more details, deleting unnecessary wording or information, elaborating or combining sentences, rearranging sentences for clarity, or evaluating word choice d. Editing: Improve writing by using appropriate grade-level spelling, sentence writing, and grammar standards. e. Presentation/Publishing: Produce a final draft that meets the task, purpose, or audience of the writing piece. 	5.W.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. Practice 4.L.1j Resolve issues of complex or contested usage, consulting reliable references as needed.	The standard provides more detail regarding the writing process.
5.W.7 Write with intentional word choice that integrates emotion or figurative language to create a mood for the reader.		The new standard focuses on using word choice to add emotion or figurative language, creating the mood for the reader.
	5.W.6 Use technology, including the Internet, to produce and publish grade-level writing using keyboarding skills/digital tools, as well as to interact and collaborate with others.	In 2017, the use of technology was relatively new. Since COVID, technology has been more widely used in K-12 classrooms, much like paper and pencil. Thus, this standard is no longer relevant.

LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
5.L.1 Compose simple, compound, and complex sentences. a. Use independent and dependent clauses. b. Use quotation marks to indicate dialogue, quoted material, and titles of works. c. Use capitalization and punctuation mechanics mastered in previous grades.	Practice 5.L.1b Produce complex and compound-complex sentences. Proficient 5.L.2e Use correct capitalization overall. Practice 5.L.2a Use commas and quotation marks in dialogue. Proficient 5.L.2g Use underlining, quotation marks, or italics to indicate titles of works.	The new standard focuses on the language mechanics used in writing and organizes the subskills identified in 2017.
5.L.2 Recognize and use previous grade levels' parts of speech in simple, compound, and complex sentences. a. Verb tenses (perfect and progressive) b. Relative pronouns c. Correlative conjunctions d. Clauses and phrases	Practice 5.L.2a Use commas and quotation marks in dialogue Proficient 5.L.2f Use a comma to separate an introductory element from the rest of a sentence.	The new standard summarizes the parts of speech found in reading and used in writing contained in the 2017 standards. Please note the intent of this standard is that learners will use the parts of speech when writing sentences. They should also recognize these parts of speech in written text.
	Proficient 5.L.2d Form and use possessives.	Standard measured in grade 3 (3.L.2a).
	Practice 5.L.1a Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Practice 5.L.1c Rearrange complete simple and compound sentences of a variety of lengths.	These practice-level items were not included at the fifth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	Practice 5.L.1d Ensure pronoun-antecedent agreement. Practice 5.L.1e Explain and use linking verbs. Practice 5.L.1g Use relative pronouns. Practice 5.L.1h Use relative adverbs. Practice 5.L.1i Use correlative conjunctions. Practice 5.L.1m Use possessive nouns. Practice 5.L.1q Use helping and modal auxiliaries to convey various conditions.	These practice-level items were not included at the fifth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
5.IR.1 Choose a topic of interest and generate a focus question for research.		The new standard focuses on identifying a research topic and developing research questions to start the research process.

<p>5.IR.2 Locate relevant information from a provided pair of credible sources.</p>	<p>5.W.7 Conduct short research projects that use several sources to build knowledge through the investigation of different aspects of a topic.</p> <p>5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>The new standard focuses on finding relevant information from two provided credible sources.</p>
<p>5.IR.3 Use organizational tools and notetaking strategies to track relevant information from a provided pair of credible sources on a topic.</p>	<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature.</p> <p>b. Apply grade 5 Reading standards to informational texts.</p> <p>5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>The new standard focuses on recording relevant information from two credible sources and provides more detail regarding the types of notetaking strategies that may be used.</p>
<p>5.IR.4 Identify facts and multiple perspectives from credible sources.</p>		<p>The new standard focuses on identifying facts and multiple perspectives within sources. This skill helps students identify bias and logical fallacies in later grades and aligns with the Library Media standards (5.E.1).</p>
<p>5.IR.5 Cite and reference sources with a bibliography page using an approved citation format, avoiding plagiarism.</p>	<p>5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>	<p>The new standard focuses on citing and referencing sources aligning with the Library Media standards (5.IP.2, 5.IP.3).</p>

Grade 6

2023 ELA Standards	2017 ELA Standards	Changes
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
6.C.1 Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.	6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	The new standard focuses on presenting information in informal and formal situations, including multimedia, as long as it meets the needs of the purpose or audience.
6.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 6.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	The new standard focuses on demonstrating public speaking skills when presenting information to an audience.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
6.C.5 Prepare for discussions by bringing relevant connections to the topic or text.	6.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.	The new standard summarizes the content of the 2017 substandard.
6.C.6 Engage in a range of discussions and/or debates using active listening skills to be focused and present.	6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue being discussed.	The new standard summarizes the 2017 standard and adds debates as a form of discussion.

	<p>d. Review the key ideas expressed and demonstrate an understanding of multiple perspectives through reflection and paraphrasing.</p> <p>6.SL.1b Follow rules for collaborative discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>6.SL.3 Evaluate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	
6.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.		The new standard addresses active participation in group collaboration to accomplish a goal or purpose. This standard helps develop 21st-century skills students will need after high school.
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
6.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence.	<p>6.RL.1 Read closely to comprehend the text</p> <p>a. Cite textual evidence to support analysis of what the text says explicitly.</p> <p>b. Cite textual evidence to support inferences drawn from the text.</p> <p>6.RI.1 Read closely to comprehend text</p> <p>a. Cite textual evidence to support analysis of what the text says explicitly.</p> <p>b. Cite textual evidence to support inferences drawn from the text.</p> <p>(Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)</p>	The new standard focuses on making inferences supported by text evidence. It combines 2017 standards focused on the same skill.
6.R.3a Summarize nonfiction texts objectively, including relevant details.	6.RI.1c Provide an objective (excluding personal opinions or judgments) summary of the text.	The new standard combines 2017 standards focused on objectively summarizing details in texts.
6.R.3b Summarize literary texts objectively, including relevant details.	6.RL.1c Provide a summary of the text, excluding personal opinions or judgments.	The new standard combines 2017 standards focused on objectively summarizing details in texts.

<p>6.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.</p>	<p>6.RL.2 Determine a theme or central idea of a text and explain how it is conveyed through particular details. 6.RI.2 Determine a central idea of a text and explain how it is conveyed through particular details. 6.RI.8 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. (Supported claims may include historical or scientific evidence; non-supported claims may include propaganda and advertising.)</p>	<p>The new standard focuses on determining the main idea(s), claim(s), or theme(s) as supported by textual evidence. It combines several 2017 standards focused on the same skill.</p>
<p>6.R.5 Determine the meaning of words and phrases used in the text, including figurative, denotative, and connotative meanings.</p>	<p>6.L.4 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. 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 6.L.4a 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. 6.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 6.L.5b Distinguish among the connotations (associations) of words with similar denotations. 6.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 6.L.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>The new standard focuses on determining the meaning of words and phrases used in the text, including figurative and denotative meanings. It combines several standards and substandards from the 2017 standards. The new standard does not define strategies that may be used.</p>

TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i>	CRAFT AND STRUCTURE	
6.R.6 Describe how a paragraph, chapter, stanza, or section fits into the overall structure of a text and contributes to the development of ideas.	6.RL.5 Analyze how part of a text (e.g., a particular sentence, chapter, scene, or stanza) fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6.RI.5 Describe how a paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	The new standard combines standards focused on the same skill from 2017.
6.R.7 Describe how an author uses figurative language and specific word choice to affect meaning in a text. (Refer to Appendix A for suggested terminology).	6.RL.4 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. (Figurative language may include simile, metaphor, hyperbole, and personification; sounds may include onomatopoeia, rhyme, and rhythm). 6.L.5 Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings. a. Interpret figures of speech in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)	The new standard combines standards from 2017 and focuses on describing how an author used figurative language and word choice to impact the meaning of the text. Suggested terminology from Appendix A for grades 6-8: <ul style="list-style-type: none"> • Foreshadow • Allusion • Imagery • Metaphor • Idiom • Personification • Hyperbole • Simile • Alliteration • Onomatopoeia
6.R.8 Analyze a variety of fiction texts using textual evidence for support. a. Describe how characters and the plot develop over the course of a text. b. Identify the point of view and describe how it affects the story. c. Describe how multiple works or genres address the same topic. d. Describe how an author's background and/or the time period affects the telling of a story.	6.RL.3 Describe how a particular story or drama's plot unfolds as well as how the characters respond or change as the plot moves toward a resolution. 6.RL.6 Explain how an author develops the point of view (e.g., first- or third-person narration, character's perspective) of the narrator or speaker in a text. 6.RL.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they watch or listen.	The new standard combines standards from 2017 and focuses on analyzing literary texts for plot development, the impact of point of view, the impact of a time period or author background, and ways topics are addressed in different words/genres.

<p>6.R.9 Analyze a variety of nonfiction texts using textual evidence for support.</p> <p>a. Identify the author's point of view and purpose and describe how it influences the meaning of the text.</p> <p>b. Describe how various authors present information on similar topics.</p>	<p>6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>The new standard analyzes nonfiction texts for structure, the impact of an author's point of view, and the ways different authors present information on similar topics. It combines standards from 2017.</p>
	<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
	<p>6.RL.10 By the end of grade 6, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>6.RI.10 By the end of grade 6, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p>	<p>The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</p>	<p>WRITING</p>	
<p>TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i></p>	<p>TEXT TYPES AND PURPOSES</p>	
<p>6.W.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.</p>	<p>6.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>The standard is the same.</p>
<p>6.W.2 Write using a clear organizational structure incorporating an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</p>		<p>The new standard focuses on the organizational structures used when writing.</p>
<p>6.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</p>	<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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 aid comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete</p>	<p>The new standard focuses on the informative/explanatory techniques used. The structures identified in 2017 are addressed in standard 6.W.2.</p>

	<p>details, quotations, or other information and examples.</p> <ul style="list-style-type: none"> c. Use appropriate words, phrases, and clauses as 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 writing style. f. Provide a concluding statement or section that follows from the information or explanation presented. <p>6.W.6 Use technology, including the Internet, to produce and publish grade-level writing as well as to interact and collaborate with others.</p>	
6.W.4 Write using argumentative techniques to develop claims using supporting evidence and logical reasoning.	<p>6.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> 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 as transitions to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from the argument presented. 	The new standard focuses on the argumentative techniques used. Standard 6.W.2 addresses the structures identified in 2017
6.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.	<p>6.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and 	The new standard focuses on the narrative techniques used. Standard 6.W.2 addresses the structures identified in 2017.

	<p>sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
6.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to provide clarity to the audience.	<p>6.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Practice 6.L.2a Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p> <p>6.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>f. Maintain consistency in style.</p>	The writing process standard is the same as in 2017. In elementary and high school, standards embed spelling and language mechanics/conventions as part of this process.
6.W.7 Produce writing that uses intentional word choice to match the writing purpose.		The new standard focuses on the use of word choices that match the purpose of writing.
	Proficient 6.L.2c Add prefixes and suffixes to base words.	This standard is measured in grade 2 (2.F.9).
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
<p>6.L.1 Apply language knowledge for specific tasks, purposes, intentions, and audience, resolving issues of usage as needed.</p> <p>a. Generate simple, compound, and complex sentences.</p> <p>b. Recognize and correct inappropriate fragments and run-ons.</p> <p>c. Use varying forms of punctuation accurately.</p> <p>d. Follow standard grammar conventions mastered in previous grades.</p>	<p>Proficient 6.L.1f Produce complex and compound-complex sentences.</p> <p>Proficient 6.L.1k Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>Practice 6.L.1j Resolve issues of complex or contested usage, consulting reliable references as needed.</p>	The new standard focuses on the language mechanics and grammar skills used when writing, as reviewed when editing and revising works created.
	<p>Introduce 6.L.1a Recognize and correct inappropriate shifts in verb tense.</p> <p>Introduce 6.L.1b Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>Introduce 6.L.1c Recognize and correct inappropriate shifts in pronoun number and person.</p>	These introductory and practice-level items were not included at the sixth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.

	<p>Introduce 6.L.1d Explain the function of coordinating conjunctions.</p> <p>Introduce 6.L.1e Use coordinating and subordinating conjunctions.</p> <p>Practice 6.L.1i Use correlative conjunctions.</p> <p>Practice 6.L.1g Rearrange complete simple and compound sentences of a variety of lengths.</p>	
	<p>Proficient 6.L.1q Explain the function of subordinating conjunctions.</p> <p>Proficient 6.L.1o Explain the function of pronouns.</p> <p>Proficient 6.L.1p Use relative adverbs.</p>	These concepts are embedded thematically in the writing and language standards. The skills were not explicitly listed, as in 2017.
	<p>Proficient 6.L.1l Explain the function of and use linking verbs.</p> <p>Proficient 6.L.1m Use verb tense to convey various times and sequences.</p> <p>Proficient 6.L.1n Use relative pronouns.</p> <p>Proficient 6.L.2b Use commas and quotation marks in dialogue.</p>	<p>These standards are met at earlier grade levels. 6.L.1l is measured in grade 3 (3.L.2b).</p> <p>6.L.1m is measured in grade 4 (4.L.2b).</p> <p>6.L.1n is met in grade 5 (5.L.2b).</p> <p>6.L.2b is met in grade 4 (4.L.1c and d).</p>
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
6.IR.1 Develop a research question based on a given topic, problem, or need.	6.W.7 Conduct short research projects to answer a question. a. Draw on several sources. b. Refocus the inquiry when appropriate.	The new standard focuses on developing a research question based on the topic, need, or problem driving the research.
6.IR.2 Locate relevant information from a provided set of credible sources.	6.W.8 Gather relevant information from multiple print and digital sources.	The new standard focuses on locating and paraphrasing relevant information in provided credible resources.
6.IR.3 Organize main concepts from provided sources using a given notetaking strategy.	<p>6.W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 reading standards to literature. b. Apply grade 6 reading strategies to literary nonfiction.</p> <p>6.RI.7 Integrate information presented in different media or formats (e.g., visuals, tables, charts, and graphs) as well as in written text to develop a coherent understanding of a topic or issue.</p> <p>6.SL.2 Use introductory note-taking strategies to interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	The new standard combines 2017 standards to focus on organizing the main concepts found during research and using notetaking strategies to obtain information.

<p>6.IR.4 Analyze information from credible sources considering multiple perspectives.</p>	<p>6.W.8 Gather relevant information from multiple print and digital sources.</p> <p>a. Assess the credibility of each source.</p>	<p>The new standard focuses on evaluating information from multiple perspectives and considering biases. It aligns with the Library Media standards (6.E.1).</p>
<p>6.IR.5 Integrate information from sources using a standardized format.</p> <p>a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism.</p> <p>b. Generate a citation/ bibliography page using a standardized format.</p>	<p>6.W.8 Gather relevant information from multiple print and digital sources.</p> <p>b. Quote or paraphrase the information and conclusions of others.</p> <p>c. Avoid plagiarism.</p> <p>d. Provide basic bibliographic information for sources.</p>	<p>The new standard focuses on citing and referencing sources that align with the Library Media standards (6.IP.2, 6.IP.3).</p>

DRAFT

Grade 7

2023 ELA Standards	2017 ELA Standards	Changes
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
7.C.1 Construct and deliver formal and informal presentations considering audience and purpose using multimedia components when appropriate.	7.SL.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. 7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points.	The new standard combines 2017 standards and focuses on developing and delivering formal and informal presentations, including multimedia components that meet the audience's needs and purpose.
7.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	The new standard focuses on demonstrating public speaking skills when presenting information.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
7.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.	7.SL.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.	The new standard focuses on preparation for discussions but does not specify the details contained in 2017.
7.C.6 Engage in a range of discussions and/or debates. a. Use active listening skills to stay focused and present. b. Reference others' ideas and/or connections to a text.	7.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	The new standard focuses on demonstrating engagement in discussions or simple debates. It summarizes and builds on the expectations in the previous grade.

7.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.	7.SL.1b Follow rules for collaborative discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	The new standard addresses active participation in group collaboration to accomplish a goal or purpose. This standard helps develop 21st-century skills students will need after high school.
READING (R) Learners will comprehend, analyze literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
7.R.2 Comprehend a variety of texts while developing inferences and providing supportive textual evidence and reasoning.	7.RL.1 Read closely to comprehend the text a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. b. Cite several pieces of textual evidence to support inferences drawn from the text. 7.RI.1 Read closely to comprehend the text a. Cite several pieces of textual evidence to support analysis of what the text says explicitly. b. Cite several pieces of textual evidence to support inferences drawn from the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	The new standard focuses on making inferences and combines standards from 2017.
7.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.	7.RI.1c Provide an objective summary of the text.	The new standard provides details regarding the expectations for the information included in the summary.
7.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information.	7.RL.1c Provide an objective summary.	The new standard provides details regarding the expectations for the information included in the summary.
7.R.4 Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence and reasoning.	7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text. 7.RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text. 7.SL.3 Evaluate a speaker's argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence. 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	The new standard combines 2017 standards and focuses on determining main ideas, claims, or themes with reasoning supported by textual evidence.

<p>7.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</p>	<p>7.RL.4 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. (Figurative language may include simile, metaphor, hyperbole, and personification; sounds may include onomatopoeia, rhyme, and rhythm).</p> <p>7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>7.L.4 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.</p> <p>7.L.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>7.L.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>7.L.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>7.L.5b Distinguish among the connotations (associations) of words with similar denotations (definitions).</p> <p>7.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>The new standard focuses on finding the meaning of words and phrases used in the text, including figurative and connotative meanings. The standard does not list specific strategies and combines 2017 standards.</p>
--	--	--

TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i>	CRAFT AND STRUCTURE	
7.R.6 Analyze the structure an author uses to organize a text, including how the major sections or stanzas contribute to the whole and to the development of the ideas and the overall purpose of the text.	7.RL.5 Analyze how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas. 7.RI.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	The new standard focuses on analyzing the author's choice of text structure. It combines 2017 standards.
7.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning in a text (Refer to Appendix A for suggested terminology).	7.L.5 Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia).	The new standard focuses on the analysis of the author's use of word choice and figurative language to impact text meaning. Suggested terminology from Appendix A for grades 6-8: <ul style="list-style-type: none"> • Foreshadow • Allusion • Imagery • Metaphor • Idiom • Personification • Hyperbole • Simile • Alliteration • Onomatopoeia
7.R.8 Analyze a variety of fiction texts using textual evidence for support. <ol style="list-style-type: none"> Analyze how characters and the plot develop over the course of a text and help to develop the theme(s). Analyze the point of view and describe how it affects the story. Describe how multiple works or genres address the same topic. Describe how an author's background and/or time period affects the telling of a story. 	7.RL.6 Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text. 7.RI.6 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. 7.RL.3 Analyze how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot). 7.RL.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. 7.RL.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	The new standard analyzes literary text for character and plot development, theme development, the impact of point of view, the impact of the author's background or a time period, and how multiple works/ genres address the same topic. It combines several 2017 standards.

<p>7.R.9 Analyze a variety of nonfiction texts using textual evidence for support.</p> <p>a. Identify the author's point of view and purpose and describe how it influences the meaning of the text.</p> <p>b. Analyze how various authors present information on similar topics.</p>	<p>7.RI.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).</p> <p>7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p>7.RI.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>The new standard analyzes nonfiction text for structure, the impact of an author's point of view, and the presentation of similar information by varying authors.</p>
<p>INTEGRATION OF KNOWLEDGE AND IDEAS</p>		
	<p>7.RL.10 By the end of grade 7, read and comprehend grade-level appropriate literature in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.</p> <p>7.RI.10 By the end of grade 7, read and comprehend grade-level appropriate literature in a variety of print genres and other media, proficiently and independently, with scaffolding as needed.</p>	<p>The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.</p>
<p>WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.</p>	<p>WRITING</p>	
<p>TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i></p>	<p>TEXT TYPES AND PURPOSES</p>	
<p>7.W.1 Produce clear and coherent writing that is organized according to the task, purpose, and audience.</p>	<p>7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.</p>	<p>The new standard focuses on producing clear, coherent writing in which the organization aligns with purpose, task, and audience.</p>
<p>7.W.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.</p>		<p>The new standard focuses on the organizational structure used when writing.</p>
<p>7.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</p>	<p>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,</p>	<p>The new standard focuses on the informative/explanatory techniques used. Standard 7.W.2 addresses the structures identified in 2017.</p>

	<p>comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <ul style="list-style-type: none"> b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate words, phrases, and clauses as 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 writing style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. or explanation presented. <p>7.W.6 Use technology, including the Internet, to produce and publish grade-level writing, link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	
<p>7.W.4 Write using argumentative techniques to develop claims using supportive evidence and logical reasoning, acknowledging counterclaims when applicable.</p>	<p>7.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), address alternate or opposing claims (counterclaims), 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 as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>The new standard focuses on the argumentative techniques used. Standard 7.W.2 addresses the structures identified in 2017.</p>
<p>7.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.</p>	<p>7.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator 	<p>The new standard focuses on the narrative techniques used. Standard 7.W.2 addresses the structures identified in 2017.</p>

	<p>and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
7.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.	<p>7.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Practice 7.L.2b Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts)</p> <p>7.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.</p> <p>a. With varied sentence patterns, choose a language that expresses ideas concisely; recognize and eliminate redundancy.</p> <p>Introduce 7.L.1b Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.</p>	<p>The writing process standard is the same as in 2017. Elementary and high school standards embed the spelling and language mechanics/conventions as part of this process.</p>
7.W.7 Produce writing that uses intentional word choice to match the writing purpose.		<p>The new standard focuses on using word choices that match the purpose of writing.</p>

LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
7.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience, resolving issues of usage as needed. a. Use simple, compound, and complex sentences to add variety and interest. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately. d. Follow rules of agreement (e.g., subject/verb and pronoun/antecedent) e. Follow standard grammar conventions mastered in previous grades.	Introduce 7.L.1d Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Proficient 7.L.1o Produce complex and compound-complex sentences. Practice 7.L.1l Resolve issues of complex or contested usage, consulting reliable references as needed.	<p>The new standard focuses on the language mechanics and grammar skills used when writing, as reviewed when editing and revising works created.</p> <p>Compound-complex sentences were moved to the 8th grade (8.L.1a).</p>
	Introduce 7.L.1a Use and describe verbals (gerunds, particles, infinitives) in general and their function in particular sentences. Introduce 7.L.1c Explain the function of phrases and clauses in general and their function in specific sentences. Introduce 7.L.1e Form and use verbs in the active and passive voice. Introduce 7.L.1f Order adjectives within sentences according to conventional patterns. Practice 7.L.1h Ensure pronoun-antecedent agreement. Practice 7.L.1i Recognize and correct inappropriate shifts in verb tense. Practice 7.L.1j Ensure that pronouns are in the proper case (subjective, objective, possessive). Practice 7.L.1k Recognize and correct inappropriate shifts in pronoun number and person. Practice 7.L.1m Explain the function of coordinating conjunctions. Practice 7.L.1n Use coordinating and subordinating conjunctions. Practice 7.L.1g Rearrange complete simple and compound sentences of a variety of lengths.	<p>These introductory and practice-level items were not included at the seventh-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.</p>
	Proficient 7.L.1p Use correlative conjunctions. Proficient 7.L.1r Explain the function of a prepositional phrase. Proficient 7.L.1q Explain the function of subordinating conjunctions.	<p>These concepts are embedded in the writing and language standards thematically. The skills were not explicitly listed as was done in 2017.</p>

INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
7.IR.1 Develop a research question based on a given topic, problem, or need.	7.W.7 Conduct short research projects to answer a question. a. Draw on several sources. b. Generate additional related, focused questions for further research and investigation.	The new standard focuses on developing a research question based on the topic, need, or problem driving the research.
7.IR.2 Locate relevant information from a variety of credible sources.	7.W.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the information and conclusions of others. d. Avoid plagiarism. e. Follow a standard format for citation.	The new standard focuses on locating and paraphrasing relevant information from a variety of credible resources.
7.IR.3 Organize main concepts from both provided and self-selected sources using given and self-generated notetaking strategies.	7.W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 reading standards to literature. b. Apply grade 7 reading strategies to literary nonfiction. 7.SL.2 Use introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	The new standard combines 2017 standards to focus on organizing the main concepts found during research and using multiple notetaking strategies to obtain information.
7.IR.4 Analyze information from credible sources considering multiple perspectives and identifying biases.	7.W.8b Assess the credibility and accuracy of each source.	The new standard focuses on evaluating information from multiple perspectives and identifying biases. It aligns with the Library Media standards (7.E.1).
7.IR.5 Integrate information from sources using a standardized format. a. Reference sources when quoting, paraphrasing, and/or summarizing to avoid plagiarism. b. Generate a citation/ bibliography page using a standardized format.	7.W.8c Quote or paraphrase the information and conclusions of others. 7.W.8d Avoid plagiarism. 7.W.8e Follow a standard format for citation.	The new standard focuses on citing and referencing sources that align with the Library Media standards (7.IP.2, 7.IP.3).
	7.W.8a Use search terms effectively.	This standard is duplicated in the Library Media standards (7.A.1, 7.I.2). It represents a skill embedded in standard 7.IR.2.

Grade 8

2023 ELA Standards	2017 ELA Standards	Changes
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
8.C.1 Construct and deliver formal and informal presentations considering audience and purpose using multimedia components when appropriate.	8.SL.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 8.SL.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	The new standard combines 2017 standards and focuses on developing and delivering formal and informal presentations, including multimedia components that meet the audience's needs and purpose.
8.C.2 Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.	8.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	The new standard focuses on demonstrating public speaking skills when presenting information.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
8.C.5 Prepare for discussions by finding relevant and specific connections to the topic or text.	8.SL.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to explore and reflect on ideas being discussed.	The new standard focuses on preparation for discussions but does not specify the details contained in 2017.
8.C.6 Engage in a range of discussions and/or debates. a. Use active listening skills to stay focused and present. b. Reference others' ideas and/or connections to a text. c. Synthesize texts.	8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views and understanding in light of the evidence presented.	The new standard focuses on demonstrating engagement in discussions or simple debates. The standard summarizes and builds on the expectations in the previous grade.

	8.SL.2 Use effective note-taking strategies to analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
8.C.7 Collaborate cooperatively with peers to accomplish a common goal or purpose.	8.SL.1b Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	The new standard addresses effective participation in group collaboration to accomplish a goal or purpose. This standard helps develop 21st-century skills students will need post-high school.
READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.	READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION	
COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i>	KEY IDEAS AND DETAILS	
8.R.2 Comprehend a variety of texts while developing inferences and providing relevant textual evidence and reasoning.	8.RL.1 Read closely to comprehend text a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b. Cite the textual evidence that most strongly supports inferences drawn from the text. 8.RI.1 Read closely to comprehend the text. a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly. b. Cite the textual evidence that most strongly supports inferences drawn from the text. c. Provide an objective summary of the text. (Textual evidence may include graphs, charts, diagrams, maps, pictures as well as text.)	The new standard focuses on making inferences and combines standards from 2017.
8.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant details, and avoiding unnecessary information.	8.RI.1c Provide an objective summary of the text.	The new standard provides details regarding the expectations for the information included in the summary.
8.R.3b Summarize and/or paraphrase literary texts objectively, including relevant details, and avoiding unnecessary information.	8.RL.1c Provide an objective summary.	The new standard provides details regarding the expectations for the information included in the summary.

<p>8.R.4 Determine main idea(s), claim(s), and theme(s) and provide relevant textual evidence and supportive reasoning.</p>	<p>8.RL.2 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.</p> <p>8.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.</p> <p>8.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>8.SL.3 Evaluate a speaker's argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.</p>	<p>The new standard combines 2017 standards and focuses on determining main ideas, claims, or themes with reasoning supported by textual evidence.</p>
<p>8.R.5 Determine the meaning and purpose of words and phrases as they contribute to the text, including figurative, denotative, and connotative meanings.</p>	<p>8.RL.4 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. (Figurative language may include simile, metaphor, hyperbole, and personification; sounds may include onomatopoeia, rhyme, and rhythm).</p> <p>8.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. 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 	<p>The new standard focuses on finding the meaning of words and phrases used in the text. This focus includes figurative, denotative, and connotative meanings. The standard does not list specific strategies and combines 2017 standards.</p>

	<p>precise meaning or its part of speech.</p> <p>8.L.5b Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i></p>	<p>CRAFT AND STRUCTURE</p>	
<p>8.R.6 Analyze the structure an author uses to organize a text, including how sections, paragraphs, stanzas, and/or particular sentences contribute to the development of ideas and the overall purpose of the text.</p>	<p>8.RL.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>8.RI.5 Analyze the structure an author uses to organize a text, including how sections, paragraphs, and/or particular sentences contribute to the whole and to the development of the ideas.</p>	<p>The new standard focuses on analyzing the author's choice of text structure. It combines 2017 standards.</p>
<p>8.R.7 Analyze how an author uses figurative language and specific word choice to affect meaning and tone (Refer to Appendix A for suggested terminology).</p>	<p>8.L.5 Demonstrate understanding of figurative language, word relationships (analogies), and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., verbal irony, puns) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)</p>	<p>The new standard focuses on analyzing the author's use of word choice and figurative language to impact text meaning.</p> <p>Suggested terminology from Appendix A for grades 6-8:</p> <ul style="list-style-type: none"> • Foreshadow • Allusion • Imagery • Metaphor • Idiom • Personification • Hyperbole • Simile • Alliteration • Onomatopoeia
<p>8.R.8 Analyze a variety of fiction texts using textual evidence for support.</p> <p>a. Analyze how characters and the plot develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s).</p> <p>b. Analyze how a story's point of view affects the overall meaning of the text.</p> <p>c. Analyze how multiple works or genres address the same topic.</p>	<p>8.RL.6 Explain how differences in the point of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.</p> <p>evidence or viewpoints.</p> <p>8.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>8.RL.9 Analyze how a modern work of fiction draws on themes, patterns</p>	<p>The new standard analyzes literary text for character and plot development, theme development, the impact of point of view, the impact of the author's background or a time period, and how multiple works/genres address the same topic. It combines several 2017 standards.</p>

d. Analyze how an author's background, environment, time period, and/or culture affects the telling of a story.	of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new. 8.RL.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
8.R.9 Analyze a variety of nonfiction texts using textual evidence for support. a. Analyze how an author's point of view influences the purpose of the text. b. Analyze multiple texts comparing how the authors present information about a similar topic.	8.RI.3 Analyze how particular lines of dialogue or incidents in a story, poem, or drama propel the action, reveal aspects of a character, or prompt a decision. 8.RI.6 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. 8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	The new standard analyzes nonfiction text for structure, the impact of the author's point of view, and the presentation of similar information by varying authors.
INTEGRATION OF KNOWLEDGE AND IDEAS		
	8.RL.10 By the end of grade 8, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed. 8.RI.10 By the end of grade 8, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.	The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
8.W.1 Produce clear and coherent writing that is organized logically according to task, purpose, and audience.	8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences.	The new standard focuses on producing clear, coherent writing in which the organization aligns with purpose, task, and audience.
8.W.2 Write using a clear organizational structure that incorporates an introduction, transitions, body paragraph(s), and a conclusion appropriate to the task.		The new standard focuses on the organizational structure used when writing.

<p>8.W.3 Write using informative/explanatory techniques to examine and convey complex ideas, concepts, and information utilizing different mediums when appropriate.</p>	<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> 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 aid comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal writing style. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>8.RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>8.W.6 Use technology, including the Internet, to produce and publish grade-level writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.</p>	<p>The new standard focuses on the informative/explanatory techniques used. Standard 8.W.2 addresses the structures identified in 2017.</p>
<p>8.W.4 Write using argumentative techniques to develop claims and counterclaims using supporting evidence and logical reasoning.</p>	<p>8.W.1 Write arguments to support the claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s), address and distinguish the claim(s) from alternate or opposing claims (counterclaims) and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. 	<p>The new standard focuses on the argumentative techniques used. Standard 8.W.2 addresses the structures identified in 2017.</p>

	<ul style="list-style-type: none"> d. Establish and maintain a formal writing style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	
<p>8.W.5 Write using narrative techniques to develop real or imagined experiences or events using well-chosen details and structured event sequences.</p>	<p>8.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>The new standard focuses on the narrative techniques used. Standard 8.W.2 addresses the structures identified in 2017.</p>
<p>WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i></p>	<p>PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING</p>	
<p>8.W.6 Develop and strengthen writing by planning, drafting, revising, and editing to address specific purposes for the genre and audience.</p>	<p>8.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>Practice 8.L.2d Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).</p> <p>8.L.3 Use knowledge of the language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Appropriately use verbs in the active and passive voice. 	<p>The writing process standard is the same as in 2017. Elementary and high school standards embed the spelling and language mechanics/conventions as part of this process.</p>

8.W.7 Produce writing that uses intentional word choice and voice to match the writing purpose.		The new standard focuses on using word choices that match the purpose of writing.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
8.L.1 Apply knowledge of the language for a specific task, purpose, intention, and audience, resolving issues of usage as needed. <ul style="list-style-type: none"> a. Use simple, compound, complex, and compound-complex sentences to add variety and interest. b. Recognize and correct inappropriate fragments and run-ons. c. Use varying forms of punctuation accurately. d. Follow standard grammar conventions mastered in previous grades. 	Practice 8.L.1f Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Proficient 8.L.2e Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, green shirt).	The new standard focuses on the language mechanics and grammar skills used when writing, as reviewed when editing and revising works created.
	Introduce 8.L.1b Recognize and correct vague pronouns. Practice 8.L.1e Explain the function of phrases and clauses in general and their function in specific sentences. Practice 8.L.1c Ensure pronoun-antecedent agreement. Practice 8.L.1g Recognize and correct inappropriate shifts in verb tense. Practice 8.L.1h Ensure that pronouns are in the proper case (subjective, objective, possessive). Practice 8.L.1i Recognize and correct inappropriate shifts in pronoun number and person. Introduce 8.L.1a Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	These introductory and practice-level items were not included at the eighth-grade level. The standards reflect skills on which the students need to exhibit proficiency at the end of the grade level.
	Proficient 8.L.1l Use and describe verbals (gerunds, particles, infinitives) in general and their function in particular sentences. Proficient 8.L.1m Form and use verbs in the active and passive voice. Proficient 8.L.1n Order adjectives within sentences according to conventional patterns. Proficient 8.L.1p Explain the function of coordinating conjunctions. Proficient 8.L.1q Use coordinating and subordinating conjunctions. Proficient 8.L.1o Explain the function of an adverb.	These concepts are embedded in the writing and language standards thematically. The skills were not explicitly listed as was done in 2017. Standard 8.L.1m is measured in grades 9-10 (9-10.L.1c).

	Proficient 8.L.1k Rearrange complete simple and compound sentences of a variety of lengths.	This concept is embedded in the writing and language standards thematically. The skills were not explicitly listed as was done in 2017.
	Introduce 8.L.2a Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements. Introduce 8.L.2b Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Introduce 8.L.2 Use a colon to introduce a list or quotation.	These introductory items were not included at the eighth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
	Practice 8.L.1d Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language. Practice 8.L.1j Resolve issues of complex or contested usage, consulting reliable references as needed.	These practice-level items were not included at the eighth-grade level. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution/	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
8.IR.1 Develop research questions based on self-generated topics, problems, or needs.	8.W.7 Conduct short research projects to answer a question (including a self-generated question). 8.W.7b Generate additional related, focused questions that allow for multiple avenues of exploration.	The new standard focuses on developing a research question based on the topic, need, or problem driving the research.
8.IR.2 Gather and interpret relevant information for a variety of purposes.	8.W.7a Draw on several sources. 8.W.8 Gather relevant information from multiple print and digital sources. 8.W.8b Assess the credibility and accuracy of each source.	The new standard focuses on locating and paraphrasing relevant information from a variety of credible resources and multiple purposes.
8.IR.3 Organize main concepts from a variety of sources using multiple notetaking strategies.	8.W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 reading standards to literature. b. Apply grade 8 reading strategies to literary nonfiction. 8.SL.3 Evaluate a speaker's argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.	The new standard combines 2017 standards to focus on organizing the main concepts found during research and using multiple notetaking strategies to obtain information.

<p>8.IR.4 Analyze the credibility of a source based on bias, perspective, and purpose.</p>	<p>8.W.8b Assess the credibility and accuracy of each source.</p>	<p>The new standard focuses on evaluating information from multiple perspectives and identifying biases. It aligns with the Library Media standards (8.E.1).</p>
<p>8.IR.5 Integrate information from sources using a standardized format.</p> <ul style="list-style-type: none"> a. Reference sources, including in-text citations, when quoting, paraphrasing, and/or summarizing to avoid plagiarism. b. Generate a citation/bibliography page in a standardized format. 	<p>8.W.8c Quote or paraphrase the information and conclusions of others.</p> <p>8.W.8d Avoid plagiarism.</p> <p>8.W.8e Follow a standard format for citation.</p>	<p>The new standard focuses on citing and referencing sources that align with the Library Media standards (8.IP.2, 8.IP.3).</p>

DRAFT

Grades 9-10

2023 ELA Standards	2017 ELA Standards	Changes
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
9-10.C.1 Construct and deliver formal and informal presentations, incorporating multimedia components when appropriate for the audience and purpose.	9-10.SL.4 Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose, audience, and task. 9-10.SL.2 Using appropriate strategies (e.g., notetaking), integrate multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs), evaluating the credibility and accuracy of each source. 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	The new standard combines 2017 standards and focuses on developing and delivering formal and informal presentations, including multimedia components that meet the audience's needs and purpose.
9-10.C.2 Implement proper verbal and nonverbal communication for the task and situation.	9-10.SL.6 Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and command of formal English when indicated or appropriate.	The new standard focuses on demonstrating verbal and nonverbal communication skills when presenting information.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
9-10.C.5 Prepare for discussions by reading and researching ideas to be discussed.	9-10.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	The new standard focuses on preparation and research for discussions but does not specify the details contained in 2017.

<p>9-10.C.6 Engage in respectful discussions and/or debates.</p> <ol style="list-style-type: none"> Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument. Present or share synthesized research and information. Ask and respond to questions to propel discussion. 	<p>9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement; when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>9-10.SL.3 Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>The new standard focuses on demonstrating engagement in discussions or debates. It summarizes and builds on the expectations in the previous grade.</p>
<p>9-10.C.7 Collaborate on a specific task or purpose in a productive climate by following norms, processes, and roles.</p>	<p>9-10.SL.1b Work with peers to set rules for collaborative discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>The new standard focuses on collaborative group work needed to achieve a specified purpose.</p>
<p>READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</p>	<p>READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION</p>	
<p>COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i></p>	<p>KEY IDEAS AND DETAILS</p>	
<p>9-10.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.</p>	<p>9-10.RL.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <ol style="list-style-type: none"> Determine what the text says explicitly and implicitly. Cite strong and thorough textual evidence. <p>9-10.RI.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <ol style="list-style-type: none"> Determine what the text says explicitly and implicitly. Cite strong and thorough textual evidence. 	<p>The new standard focuses on comprehending text of various complexities and making inferences from the text as needed. The standard combines standards from 2017.</p>

9-10.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.	9-10.RI.1b Provide an objective summary of the text.	The new standard combines 2017 standards on summarizing and provides details regarding the expectations for the information included in the summary.
9-10.R.3b Summarize and/or paraphrase literary texts objectively, including relevant information.	9-10.RL.1b Provide an objective summary of the text.	The new standard combines 2017 standards on summarizing and provides details regarding the expectations for the information included in the summary.
9-10.R.4 Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and support them with textual evidence.	<p>9-10.RL.2 Determine and analyze a theme and/or central idea of texts:</p> <ul style="list-style-type: none"> a. Determine a theme and/or central idea. b. Analyze in detail the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details c. Cite strong and thorough textual evidence. <p>9-10.RI.2 Determine and analyze a theme and/or central idea of texts:</p> <ul style="list-style-type: none"> a. Determine a theme and/or central idea. b. Analyze the development of the theme or idea over the course of the text, including how it emerges and is shaped and refined by specific details. c. Cite strong and thorough textual evidence. 	The new standard focuses on determining themes, central ideas, or claims that develop throughout the text with reasoning supported by textual evidence. This standard combines standards from 2017.
9-10.R.5 Determine the meaning of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.	<p>9-10.RL.4 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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).</p> <p>9-10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., analyzing how the language of a court opinion differs from that of a newspaper; identifying cultural and gender perspectives or bias in language).</p> <p>9-10.L.4c 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, part of speech, or its etymology.</p> <p>9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based</p>	The new standard focuses on finding the meaning of words and phrases used in the text, including ambiguous, figurative, and connotative meanings. The standard does not list specific strategies and combines 2017 standards.

	<p>on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). <p>9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i></p>	<p>CRAFT AND STRUCTURE</p>	
<p>9-10.R.6 Analyze how the author's choice of structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.</p>	<p>9-10.RL.5 Analyze how an author's choices about ordering events and manipulating time create such effects as mystery, tension, or surprise (e.g., pacing, flashbacks). 9-10.RI.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p>The new standard analyzes the author's text structure, form, and format choice and combines 2017 standards.</p>
<p>9-10.R.7 Analyze the impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language (Refer to Appendix A for suggested terminology).</p>	<p>9-10.RL.4 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., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language). 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content. <ol style="list-style-type: none">Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text.Analyze nuances in the meaning of words with similar denotations.</p>	<p>The new standard focuses on analyzing the impact of the author's word choice, style, and syntax on the meaning and tone of the text. It combines standards from 2017 and provides different examples. Suggested terminology from Appendix A:</p> <ul style="list-style-type: none"> • Irony • Oxymoron • Extended Metaphor • Foreshadow • Allusion • Imagery • Metaphor • Idiom • Personification • Hyperbole • Simile • Alliteration • Onomatopoeia

<p>9-10.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong textual evidence to support the analysis.</p> <ol style="list-style-type: none"> Analyze how complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme(s). Analyze how the character's or author's point of view is influenced by background, environment, or culture and how it affects the story's telling. Analyze multiple interpretations of the same scene or work, such as across time periods, evaluating the choices of each. 	<p>9-10.RL.3 Analyze how and why characters and/or textual elements develop and interact over the course of a text:</p> <ol style="list-style-type: none"> Analyze how complex characters and/or literary elements (e.g., characters with multiple or conflicting motivations; symbolism, mood, setting, etc. in poetry) develop over the course of a text, interact with other elements, and advance the plot or develop the theme. Cite strong and thorough textual evidence. <p>9-10.RL.6 Analyze how cultural experiences influence particular points of view in diverse works of literature.</p> <p>9-10.RL.7 Analyze and evaluate the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.</p> <p>9-10.RL.9 Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels, transforming an earlier story).</p>	<p>The new standard analyzes literary text for complex character development, theme development, use of literary elements, the impact of point of view, the impact of the author's background, environment, or culture, and the impact of multiple interpretations of the same scene or work. The standard combines several 2017 standards.</p>
<p>9-10.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using textual evidence to support the analysis.</p> <ol style="list-style-type: none"> Analyze the author's point of view or purpose and possible biases in a text; compare texts from differing perspectives; and analyze the author's choices about style, content, characterization, and presentation. Analyze various accounts of a subject told in different media, including determining which details are emphasized in each account. Delineate and evaluate how a text's argumentative reasoning, persuasive techniques, and/or logical fallacies support the author's purpose(s). 	<p>9-10.RI.3 Analyze how and why individuals, events, and ideas develop and/or interact over the course of a text:</p> <ol style="list-style-type: none"> Analyze how specific individuals, sequences of events, or ideas develop and/or interact over the course of a text. Cite strong and thorough textual evidence. <p>9-10.RI.6 Determine an author's point of view or purpose and possible biases in a text and analyze how the author's choices advance or detract from the effectiveness of the text.</p> <p>9-10.RI.7 Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), including determining which details are emphasized in each account.</p> <p>9-10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and whether the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>9-10.RI.9 Analyze how authors draw on other texts in a specific work (e.g., through allusion, direct reference),</p>	<p>The new standard analyzes the development and interaction of informational and argumentative elements of nonfiction text for structure, the impact of the author's point of view and potential biases, and the presentation of similar information by varying authors in varying formats. It also examines argumentative reasoning, persuasive techniques, and/or logical fallacies to support the author's purpose. The standard combines 2017 standards addressing this analysis.</p>

	including how they address related themes and/or concepts.	
	INTEGRATION OF KNOWLEDGE AND IDEAS	
	<p>9-10.RL.10 By the end of grade 9, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>By the end of grade 10, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>9-10.RI.10 By the end of grade 9, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>By the end of grade 10, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p>	The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determines for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
9-10.W.1 Produce clear and coherent writing in which content, norms, and conventions adhere to task, purpose, and audience.	9-10.W.4 Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	The new standard focuses on producing writing attending to norms and conventions that contain ideas, information, and concepts aligned to the purpose, task, and audience.
9-10.W.2 Create a logical organizational structure with: <ul style="list-style-type: none"> a. a relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences, and an appropriate conclusion. 		The new standard focuses on the organizational structure used when writing.
9-10.W.3 Write using informative/explanatory/technical techniques to support a thesis to examine and convey complex ideas, concepts, and information through synthesizing or incorporating supporting details, utilizing different mediums as necessary.	9-10.W.2 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. <ul style="list-style-type: none"> a. Introduce a topic and establish a clear focus, purpose, and thesis 	The new standard focuses on the informative/explanatory/technical techniques used. Standard 9-10.W.2 addresses the structures identified in 2017.

	<p>statement to engage and orient the reader.</p> <ul style="list-style-type: none"> b. 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 aid comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the purpose and audience. 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 an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.</p>	
<p>9-10.W.4 Write to persuade an audience by</p> <ul style="list-style-type: none"> a. establishing relevant context, b. stating a clear position/thesis, c. incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, and d. using logical reasoning to avoid fallacies. 	<p>9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise claim(s) and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. b. Organize writing that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence. 	<p>The new standard focuses on the argumentative/persuasive techniques used. The structures identified in 2017 are addressed in standard 9-10.W.2.</p>

	<ul style="list-style-type: none"> 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 an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. f. Provide a conclusion that follows from and supports the argument presented. 	
<p>9-10.W.5 Write using narrative/creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.</p>	<p>9-10.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters. b. Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole. c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, settings, and/or characters. e. Provide a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. 	<p>The new standard focuses on the narrative/creative writing techniques used. Standard 9-10.W.2 addresses the structures identified in 2017.</p>
<p>WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i></p>	<p>PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING</p>	
<p>9-10.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.</p>	<p>9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Practice 9-10.L.2c Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families,</p>	<p>The new standard provides more detail regarding the steps in the writing process. These steps embed the spelling, language mechanics, and grammar skills reviewed during the editing and revising.</p>

	position-based spelling, syllable patterns, ending rules, meaningful word parts). Proficient 9-10.L.1h Recognize variations from Standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language.	
9-10.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice that supports the purpose of writing.		The new standard focuses on the use of word choice and voice to create a specific style to meet the purpose of writing.
LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
9-10.L.1 Apply language knowledge for a specific task, purpose, intention, and audience, resolving issues of usage as needed. <ul style="list-style-type: none"> a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest. b. Use colons, semicolons, parenthesis, and other punctuation for advanced types and purposes of writing. c. Avoid misplaced modifiers and vague pronouns in writing. d. Follow parallel structure in writing. e. Recognize and use correct types of pronouns (e.g., intensive, reflexive, etc.) f. Follow standard grammar conventions mastered in previous grades. 	Proficient 9-10.L.1j Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Proficient 9-10.L.1g Ensure pronoun-antecedent agreement. Proficient 9-10.L.1k Ensure that pronouns are in the proper case (subjective, objective, possessive). Proficient 9.L.1l Recognize and correct inappropriate shifts in pronoun number and person. Proficient 9-10.L.1m Recognize and correct vague pronouns. Proficient 9-10.L.1i Explain the function of phrases and clauses in general and their function in specific sentences. Practice 9-10.L.1d Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Introduce 9-10.L.1b Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. Introduce 9-10.L.1a Use parallel structure. Practice 9-10.L.1f Resolve issues of complex or contested usage, consulting reliable references as needed. Proficient 9-10.L.2e Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Proficient 9-10.L.2f Use a colon to introduce a list or quotation.	The new standard focuses on the language mechanics and grammar skills used when writing, as reviewed when editing and revising works created.

	<p>Proficient 9-10.L.2d Use punctuation (comma, parentheses, dash) to set off nonrestrictive/parenthetical elements.</p> <p>9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Maintain consistency in style and tone. Vary syntax for effect. Apply an understanding of syntax to the study of complex texts when reading. Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action). 	
	<p>Practice 9-10.L.1e Recognize and correct inappropriate shifts in verb tense.</p> <p>Introduce 9-10.L.2a Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing.</p> <p>Introduce 9-10.L.2b Observe hyphenation conventions.</p>	These introductory and practice-level items were not included in ninth and tenth grade. The standards reflect skills the students need to exhibit proficiently at the end of the grade level.
INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
9-10.IR.1 Develop pertinent research questions and narrow or broaden the inquiry.	<p>9-10.W.7 Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</p> <ol style="list-style-type: none"> Develop a research question. Narrow or broaden the inquiry when appropriate. <p>9-10.W.7 Conduct short as well as more sustained research projects to answer questions (including self-generated questions) or solve problems.</p> <ol style="list-style-type: none"> Develop a research question. Narrow or broaden the inquiry when appropriate. 	The new standard focuses on developing and adjusting a research question based on the topic, need, or problem driving the research.
9-10.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.	<p>9-10.W.8 Gather relevant information from multiple authoritative print and digital sources.</p> <ol style="list-style-type: none"> Use advanced searches effectively. Assess the usefulness of each source in answering the research question. 	The new standard focuses on gathering and interpreting information for various purposes from a variety of credible, relevant primary and secondary sources, which are synthesized through summarizing, paraphrasing, and quoting.

<p>9-10.IR.3 Organize relevant information from a variety of sources.</p>	<p>9-10.W.8c Integrate information into the text selectively to maintain the flow of ideas. 9-10.W.9 Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 9-10 reading standards.</p>	<p>The new standard combines 2017 standards to focus on organizing and tracking relevant information found during research from various sources.</p>
<p>9-10.IR.4 Evaluate the credibility of a source based on bias, perspective, and purpose.</p>	<p>9-10.W.8b Assess the usefulness of each source in answering the research question.</p>	<p>The new standard evaluates source credibility based on bias, perspective, and purpose. It aligns with the Library Media standards (9.E.1, 10.E.1).</p>
<p>9-10.IR.5 Integrate information from sources using a standardized format.</p> <ul style="list-style-type: none"> a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity. b. Generate a citation/ bibliography page using a standardized format. 	<p>9-10.W.8d Avoid plagiarism. 9-10.W.8e Follow a standard format for citation that is appropriate for the discipline and writing type.</p>	<p>The new standard focuses on citing and referencing sources which align with the Library Media standards (9.IP.2, 10.IP.2).</p>

Grades 11-12

2023 ELA Standards	2017 ELA Standards	Changes
COMMUNICATION (C) Learners will organize and express ideas in a format appropriate for the audience and purpose, focusing on skills involved with collaboration, active listening, and oral presentation of information.	SPEAKING AND LISTENING	
PRESENTATIONAL COMMUNICATION <i>Learners will organize and express information in a format appropriate to the audience and purpose.</i>	PRESENTATION OF KNOWLEDGE AND IDEAS	
11-12.C.1 Construct and deliver formal and informal presentations incorporating multimedia components when appropriate for the audience and purpose.	11-12.SL.4 Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to the purpose and audience in a range of formal and informal tasks. 11-12.SL.2 Using appropriate strategies (e.g., notetaking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them. 11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	The new standard focuses on developing and delivering formal and informal presentations, including multimedia components that meet the needs of the audience and purpose. It combines standards from 2017. The notetaking strategies noted in 11-12.SL.2 are measured in standard 8.IR.3 and expanded in 11-12.IR.3.
11-12.C.2 Implement proper verbal and nonverbal communication for the task and situation.	11-12.SL.6 Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and command of formal English when indicated or appropriate.	The new standard focuses on demonstrating appropriate verbal and nonverbal communication skills when presenting information.
COLLABORATION <i>Learners will work effectively with their peers to accomplish a common goal or purpose.</i>	COMPREHENSION AND COLLABORATION	
11-12.C.5 Prepare for discussions by reading and researching ideas.	11-12.SL.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	The new standard focuses on preparation and research for discussions but does not specify the details contained in 2017.

<p>11-12.C.6 Engage in respectful discussions or debates.</p> <ol style="list-style-type: none"> Listen to acknowledge varying perspectives and evaluate the speaker's logic or argument. Critique the presentation of ideas. Present or share synthesized research and information. Ask and respond to questions to propel discussion. 	<p>11-12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>11-12.SL.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>11-12.SL.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>11-12.SL.3 Evaluate a speaker's point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>The new standard focuses on demonstrating engagement in discussions or debates, listing skills that students should demonstrate. It summarizes and builds on the expectations in the previous grade.</p>
<p>11-12.C.7 Collaborate on a specific task or purpose in a productive climate by establishing and following norms, processes, and roles.</p>	<p>11-12.SL.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>The new standard focuses on group collaboration skills to achieve a specified task or purpose within a productive climate.</p>
<p>READING (R) Learners will comprehend, analyze, and evaluate literary and informational texts in various formats, genres, and levels of complexity.</p>	<p>READING STANDARDS FOR LITERATURE/FICTION READING STANDARDS FOR INFORMATIONAL/NONFICTION</p>	
<p>COMPREHENSION <i>Learners will read to understand various complex literary and informational texts.</i></p>	<p>KEY IDEAS AND DETAILS</p>	
<p>11-12.R.2 Comprehend a variety of texts with multiple levels of complexity while developing inferences and providing relevant textual evidence and reasoning.</p>	<p>11-12.RL.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <ol style="list-style-type: none"> Determine what the text says explicitly and implicitly. Cite strong and thorough textual evidence. <p>11-12.RI.1 Read closely to comprehend texts of grade-level appropriate complexity:</p> <ol style="list-style-type: none"> Determine what the text says explicitly and implicitly. Cite strong and thorough textual evidence. 	<p>The new standard focuses on comprehension of various texts of differing text complexity. The standard combines 2017 standards.</p>

11-12.R.3a Summarize and/or paraphrase nonfiction texts objectively, including relevant information.	11-12.RI.1c Provide an objective summary of the text.	The new standard combines sub-standards focused on summarizing text.
11-12.R.3b Summarize and/or paraphrase literary texts objectively, including relevant information.	11-12.RL.1c Provide an objective summary of the text.	The new standard combines sub-standards focused on summarizing text.
11-12.R.4 Determine the main idea(s), claim(s), or theme(s) as they develop over the course of the text and interact with each other, and support with textual evidence.	<p>11-12.RL.2 Determine and analyze themes and/or central ideas of texts:</p> <ul style="list-style-type: none"> a. Determine themes and/or central ideas. b. Analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account. c. Cite strong and thorough textual evidence. <p>11-12.RI.2 Determine and analyze themes and/or central ideas of texts:</p> <ul style="list-style-type: none"> a. Determine themes and/or central ideas. b. Analyze the development of the themes and/or ideas over the course of the text, including how they interact and build on one another to produce a complex account. c. Cite strong and thorough textual evidence. 	The new standard combines 2017 standards and focuses on developing a theme, central idea, or claims throughout various texts and analyzing the interactions as proven by text evidence.
11-12.R.5 Determine the meaning, purpose, and impact of words and phrases as they are used in the text, including academic vocabulary, figurative, ambiguous, and connotative meanings.	<p>11-12.RL.1b Identify and analyze any ambiguities in the text.</p> <p>11-12.RI.1b Identify and analyze any ambiguities in the text.</p> <p>11-12.RL.4 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 creates particular aesthetic effects.</p> <p>11-12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular effects.</p> <p>11-12.L.4c 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, part of speech, its etymology, or its standards usage.</p>	The new standard combines 2017 standards and focuses on finding the meaning of words and phrases used in text. It includes figurative language, ambiguities, and connotative meanings.

	<p>11-12.L.4 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.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). <p>11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p>TEXT ANALYSIS <i>Learners will analyze, interpret, and evaluate complex literary and informational texts that include various genres and formats.</i></p>	<p>CRAFT AND STRUCTURE</p>	
<p>11-12.R.6 Analyze and evaluate how the author's choice in structure, form, and format (e.g., stanza, scene, chapter, section, etc.) supports the purpose, contributes to the meaning, or impacts the audience.</p>	<p>11-12.RL.5 Analyze how an author's choices about structuring and relating different elements in the text (e.g., use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.</p> <p>11-12.RI.5 Analyze and evaluate the effectiveness of the author's choices about structure to achieve a particular purpose with an intended audience.</p>	<p>The new standard analyzes and evaluates the author's structure, form, and format choices to support the purpose, add meaning, and/or impact the audience. The standard combines 2017 standards.</p>
<p>11-12.R.7 Analyze the cumulative impact of specific style, syntax, and word choices on meaning, mood, and tone, including figurative and ambiguous language (Refer to Appendix A for suggested vocabulary).</p>	<p>11-12.RL.4 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 creates particular aesthetic effects.</p> <p>1-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11–12 reading and content.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. 	<p>The new standard analyzes the impact of specific style, syntax, and word choices to create particular effects within a text. This standard combines 2017 standards.</p> <p>Suggested terminology from Appendix A:</p> <ul style="list-style-type: none"> • Satire • Motif • Allegory • Symbolism • Irony • Oxymoron • Extended Metaphor • Foreshadow • Allusion

	<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Imagery • Metaphor • Idiom • Personification • Hyperbole • Simile • Alliteration • Onomatopoeia
<p>11-12.R.8 Analyze the development and interaction of literary elements and determine how they impact meaning, using strong and thorough textual evidence to support the analysis.</p> <p>a. Analyze how multiple complex characters, themes, and literary elements (e.g., symbolism, mood, setting, etc.) interact and develop over the course of a text, interact with other elements, and advance the plot of development of the theme(s).</p> <p>b. Analyze how a character's or author's point of view is influenced by background, environment, and culture and how it affects the telling of a story.</p> <p>c. Analyze and evaluate how two or more texts within or across time periods treat similar themes or topics.</p>	<p>11-12.RL.3 Analyze how and why multiple characters and textual elements develop and interact over the course of a text:</p> <p>a. Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.</p> <p>b. Cite strong and thorough textual evidence.</p> <p>11-12.RL.6 Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, and understatement).</p> <p>9-10.RL.7 Analyze and evaluate the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each.</p> <p>9-10.RL.9 Find connections between texts to analyze and evaluate how effectively an author draws on other texts in a specific work (e.g., through allusions, prequels, sequels, transforming an earlier story).</p>	<p>The new standard analyzes the development and interaction of literary elements throughout a variety of texts as they impact meaning. The standard combines 2017 standards.</p>
<p>11-12.R.9 Analyze the development and interaction of informational and argumentative elements over the course of a nonfiction text and how they impact purpose using strong and thorough textual evidence to support the analysis.</p> <p>a. Analyze an author's point of view or purpose and possible biases in a text, compare texts from differing perspectives, and analyze how the author's choices about style, content, characterization, and presentation support the author's purposes.</p> <p>b. Analyze and evaluate various accounts of a subject told in different media, including determining which details are emphasized in each account.</p> <p>c. Delineate and evaluate how a text's argumentative reasoning, rhetorical techniques, and/or</p>	<p>11-12.RI.3 Analyze how and why multiple individuals, events, and ideas develop and interact over the course of a text:</p> <p>a. Analyze how multiple individuals, sequences of events, and ideas develop and interact over the course of a text.</p> <p>b. Cite strong and thorough textual evidence.</p> <p>11-12.RI.6 Determine an author's point of view or purpose and possible biases in a text, and analyze how the author's choices about style, content, and presentation are particularly effective or ineffective in achieving the author's purposes.</p> <p>11-12.RI.7 Analyze and evaluate multiple sources of information presented in different media or formats (e.g., visuals, videos, tables, charts, and graphs), including written text.</p>	<p>The new standard analyzes the development and interactions of informational and argumentative elements throughout nonfiction texts as they impact purpose. The standard combines 2017 standards.</p>

logical fallacies support or undermine the author's purpose and affect the audience.	<p>11-12.RI.8 Delineate and evaluate a text's argumentative reasoning and persuasive techniques, including emotional appeals and establishing credibility.</p> <p>11-12.RI.9 Analyze how texts within and/or across time periods treat similar topics, addressing their themes, purposes, and rhetorical strategies.</p>	
	INTEGRATION OF KNOWLEDGE AND IDEAS	
	<p>11-12.RL.10 By the end of grade 11, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>11-12.RI.10 By the end of grade 11, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend grade-level appropriate literature in a variety of print genres and other media proficiently and independently, with scaffolding as needed.</p>	The standards expect students to be proficient at the grade level and include reading and writing activities. This standard is embedded in the other standards.
WRITING (W) Learners will produce clear and coherent writing for a range of tasks, purposes, audiences, and formats.	WRITING	
TEXT TYPES AND STRUCTURE <i>Learners will engage in the writing process by producing a variety of types of writing determined for purpose and audience.</i>	TEXT TYPES AND PURPOSES	
11-12.W.1 Produce clear and coherent writing in which content, norms, and conventions adhere to the task, purpose, and audience.	11-12.W.4 Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences.	The new standard focuses on producing writing attending to norms and conventions that contain ideas, information, and concepts aligned to purpose, task, real-world application, and audience.
11-12.W.2 Create a logical organizational structure with a. A relevant introduction, b. transitional words or phrases to connect the major sections, paragraphs, and sentences creating a unified whole, and c. an appropriate and thoughtful conclusion.		The new standard focuses on the organizational structure used when writing.

<p>11-12.W.3 Write using informative/explanatory/technical techniques to support a thesis and convey complex ideas, concepts, and information through synthesizing or utilizing supporting details while following discipline-specific structures and using different mediums as necessary to provide context and clarity.</p>	<p>11-12.W.2 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 for a variety of purposes, audiences, and contexts.</p> <ul style="list-style-type: none"> a. Introduce a topic and establish a clear focus, purpose, and thesis statement to engage and orient the reader. b. 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 aid 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 for the purpose and audience. 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 an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. g. Provide a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). h. Incorporate elements of narrative and argument writing into informative/explanatory writing when appropriate for purpose, audience, and context. <p>11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.</p>	<p>The new standard focuses on the informative/explanatory/technical techniques used. Standard 11-12.W.2 addresses the structures identified in 2017.</p>
---	--	---

<p>11-12.W.4 Write to persuade an audience by</p> <ol style="list-style-type: none"> establishing relevant context, stating a clear position/thesis, incorporating valid and reliable evidence from a variety of sources to support specific claims and to refute counterclaims, using logical reasoning to avoid fallacies, and integrating rhetorical techniques and appeals. 	<p>11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, and appropriate rhetorical strategies for a variety of purposes, audiences, and contexts.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), and distinguish the claim(s) from alternate or opposing claims; engage and orient the reader. Organize writing that logically sequences claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims, pointing out the strengths and limitations of both by supplying relevant and credible evidence; use appropriate rhetorical strategies for the audience's knowledge level, concerns, values, and possible biases. 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. Establish and maintain an appropriate style and tone suitable for the norms and conventions of the discipline in which they are writing. Provide a conclusion that follows from and supports the argument presented. Incorporate elements of narrative and informative/ explanatory writing into arguments when appropriate for purpose, audience, and context. 	<p>The new standard focuses on the argumentative/persuasive techniques used. The structures identified in 2017 are addressed in standard 11-12.W.2.</p>
<p>11-12.W.5 Write using narrative/ creative writing techniques to convey real or imagined experiences or events, implementing effective and varying strategies to engage the audience, well-chosen details, and well-structured event sequences.</p>	<p>11-12.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences for a variety of purposes, audiences, and contexts.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters. 	<p>The new standard focuses on the narrative/creative writing techniques used. The structures identified in 2017 are addressed in standard 11-12.W.2.</p>

	<ul style="list-style-type: none"> b. Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution). c. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, settings, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Incorporate elements of argument and informative/explanatory writing into narratives when appropriate for purpose, audience, and context. 	
WRITING PROCESS AND CRAFT <i>Learners will develop, strengthen, and produce writing by planning, drafting, revising, editing, and rewriting.</i>	PRODUCTION, DISTRIBUTION, AND RANGE OF WRITING	
11-12.W.6 Develop and strengthen writing through the writing process to produce a quality product for a specific purpose and audience.	11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Proficient 11-12.L.2a Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts).	The new standard provides more detail regarding the steps in the writing process. These steps embed the spelling, language mechanics, and grammar skills reviewed during the editing and revising.
11-12.W.7 Integrate vocabulary and figurative language to create a particular style and/or voice that supports the purpose of writing.		The new standard focuses on using figurative language and vocabulary to support the purpose of writing.

LANGUAGE USAGE (L) <i>Learners will integrate appropriate language and style to ensure effective readability in writing.</i>		
<p>11-12.L.1 Apply language knowledge for a specific task, purpose, and audience, resolving issues of usage as needed.</p> <ul style="list-style-type: none"> a. Use varying syntax (phrases, clauses, and sentence types) to convey specific meanings and add variety and interest. b. Recognize and choose between active and passive voice based on context. c. Use dashes, brackets, ellipses, and other punctuation for advanced types and purposes of writing. d. Follow standard grammar conventions mastered in previous grades. 	<p>11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Maintain consistency in style and tone. b. Vary syntax for effect. c. Apply an understanding of syntax to the study of complex texts when reading. <p>Proficient 11-12.L.1c Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Proficient 11-12.L.2b Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing.</p> <p>Proficient 11-12.L.1f Resolve issues of complex or contested usage, consulting reliable references as needed.</p> <p>Proficient 11-12.L.1a Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>The new standard focuses on the language mechanics and grammar skills used when writing, as reviewed when editing and revising works created.</p>
	<p>Proficient 11-12.L.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>Proficient 11-12.L.2c Observe hyphenation conventions.</p>	<p>The skills identified specifically in 2017 have been embedded in the writing and language standards.</p>
	<p>Proficient 11-12.L.1b Use parallel structure.</p> <p>Proficient 11-12.L.1a Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>11-12.L.3d Use verbs in the active and passive voice to achieve particular effects (e.g., emphasizing the actor or the action).</p> <p>Proficient 11-12.L.1c Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive).</p>	<p>Standards measured in grades 9-10. 11-12.L.1b is measured in 9-10.L.1d. 11-12.L.1a is measured in 9-10.L.1a.</p> <p>The remaining skills identified specifically in 2017 have been embedded in the writing and language standards.</p>

INQUIRY AND RESEARCH (IR) Learners will pose and revise complex questions, identify and connect pertinent information, plan and prepare an inquiry process, and arrive at a plausible conclusion or solution.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
11-12.IR.1 Develop complex, pertinent research questions and narrow or broaden the inquiry.	11-12.W.7 Conduct short as well as more sustained research projects to answer complex questions (including self-generated questions) or solve problems. a. Develop a complex research question or set of questions. b. Narrow or broaden the inquiry when appropriate.	The new standard focuses on the development and adjustment of complex research questions.
11-12.IR.2 Gather and interpret relevant information from primary and secondary sources for a variety of purposes.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources.	The new standard focuses on gathering and interpreting information for various purposes from a variety of credible, relevant primary and secondary sources, which are synthesized through summarizing, paraphrasing, and quoting.
11-12.IR.3 Organize relevant information from a variety of sources.	11-12.W.7c Synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. 11-12.W.8c Integrate information into the text selectively to maintain the flow of ideas. 11-12.W.8e Avoid overreliance on any one source. 11-12.W.9 Draw evidence from texts to support analysis, reflection, and research, using comprehension and analysis skills described in 11-12 reading standards.	The new standard combines 2017 standards to focus on organizing and tracking relevant information found during research from various sources.
11-12.IR.4 Evaluate the credibility of a source based on bias, argumentative reasoning, perspective, and purpose.	11-12.W.8b Assess the strengths and limitations of each source in terms of the task, purpose, and audience.	The new standard evaluates source credibility based on bias, perspective, and purpose. This standard aligns with the Library Media standards (11.E.1, 12.E.1).
11-12.IR.5 Integrate information from sources using a standardized format. a. Reference sources for quotations, paraphrases, and/or summaries to avoid plagiarism and maintain academic integrity. b. Generate a citation/ bibliography page using a discipline-specific format.	11-12.W.8d Avoid plagiarism. 11-12.W.8f Follow a standard format for citation that is appropriate for the discipline and writing type.	The new standard focuses on citing and referencing sources which align with the Library Media standards (11.IP.2, 12.IP.2).
	11-12.W.8a Use advanced searches effectively.	This standard duplicates Library Media Standard 11-12.A.1 Use advanced search strategies to locate information effectively. The skills within the standard are applied in standard 11-12.IR.2.