	Α	В	C D	E	F	G	Н	I
1 20:	10 Stan	dards	2016 Draft EL	A Standards (Changes Reflected in Red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
2 Code		Standard	Code	Standard				
3 Liter	ndards for rature		Reading Standards f Literature					
Key deta	Ideas and ails		Key Ideas and detail	s				
1.RL	1	Ask and answer questions about key details in a text.	1.RL.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	No changes, refinement agreed to by group.			
1.RL	2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RL.2	Retell stories incuding key details and demonstrate understanding of their main idea, central message, or lesson.	No changes, refinement agreed to by group.			
6 1.RL	3	Describe characters, settings, and major events in a story, using key details.	1.RL.3	Describe characters, settings, and major events in a story, using key details.				
7 Craf	t and		Craft and Structure					
1.RL		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
9 1.RL	5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.			
10 1.RL	6	Identify who is telling the story at various points in a text.	1.RL.6	Identify who is telling the story at various points in a text.				
Know and	gration of wledge Ideas		Integration of Knowledge and Idea					
1.RL	.7	Use illustrations and details in a story to describe its characters, setting, or events.	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.				

	А	В	С	D	E	F	G	Н	I
	1.RL.8	(Not applicable to literature)		1.RL.8	(Not applicable to literature)				
14									
	1.RL.9	Compare and contrast the adventures and experiences			Compare and contrast the adventures and experiences of				
		of characters in stories.			characters in stories.				
15									
	Range of								
	Reading and			Range of Reading and					
	Level of Text			Level of Text					
	Complexity			Complexity					
	1.RL.10	With prompting and support, read prose and poetry of			With prompting and support, read prose and poetry of				
		appropriate complexity for grade 1.			appropriate complexity for grade 1.				
17									
17									

	Α	В	С	D	E	F F	G	Н	I I
F	Reading								
	Standards for								
	Informational			Reading Standards for					
18	Text			Informational Text					
19									
	Key Ideas and details			Key Ideas and details					
		Ask and answer questions about key details in a text.		1.RI.1	Ask and answer questions such as who, what, where, why, and	No changes refinement agreed to by			
	1.111.1	risk and answer questions about key actuils in a text.		1.111.1	how about key details in a text.	group.			
21									
-	1.RI.2	Identify the main topic and retell key details of a text.		1.RI.2	Identify the main topic and retell key details of a text.				
		, , ,							
22									
22	1.RI.3	Describe the connection between two individuals,		1.RI.3	Describe the connection between two individuals, events, ideas,				Describe the connection between two
		events, ideas, or pieces of information in a text.		1./1.5	or pieces of information in a text.				individuals, events, ideas, or pieces of
		events, racus, or precessor information in a text.			or preces of information in a text.				information in a text using key details.
								Add verbiage "key details" to align	,
23								with 1.Ri.1 and 1.Ri.2.	
(Craft and								
	Structure			Craft and Structure					
		Ask and answer questions to help determine or clarify		1.RI.4	Ask and answer questions to help determine or clarify the				
		the meaning of words and phrases in a text.			meaning of words and phrases in a text.				
25	1.RI.5	Know and use various text features (e.g., headings,		1.RI.5	Know and use various text features (e.g., headings, tables of				
		tables of contents, glossaries, electronic menus, icons)		1./1.5	contents, glossaries, electronic menus, icons) to locate key facts				
		to locate key facts or information in a text.			or information in a text.				
		,							
26	1.RI.6	Dietinguish heture an information provided by nictures or		1.RI.6	Distinguish haturage information provided by nictures or other				
		Distinguish between information provided by pictures or other illustrations and information provided by the		1.KI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
		words in a text.			inustrations and information provided by the words in a text.				
27									
	Integration of			Integration of					
	Knowledge			Knowledge and Ideas					
	and Ideas								
28									
	1.RI.7	Use the illustrations and details in a text to describe its		1.RI.7	Use the illustrations and details in a text to describe its key				
		key ideas.			ideas.				
29	4.51.0			4.01.0					
		Identify the reasons an author gives to support points in		1.RI.8	Identify the reasons an author gives to support points in a text.				
		a text.							
30									
				•		•	•		

	Α	В	С	D	E	F	G	Н	I
		Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.		Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
31			_						
	Range of Reading and			lange of Reading and					
	Level of Text			evel of Text Complexity					
	1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.		.RI.10	With prompting and support, read informational texts including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	Refinement agreed to by group.			
34		a. With prompting and support, read functional texts including history/social studies, science and technical texts, appropriately complex for grade 1.	A	Z.1.RI.10	Delete AZ.1.RI.10	Refinement agreed to by group.			

	А	В	С	D	E	F I	G	Н	ī
	Reading								-
	Standards:								
25	Foundational Skills			Reading Standards: Foundational Skills					
35	Print Concepts			Print Concepts					
36				Time concepts					
	1.RF.1	Demonstrate understanding of the organization and		1.RF.1	Demonstrate understanding of the organization and basic	Demonstrate understanding of the			
		basic features of print.			features of print.	organization and basic features of			
		a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).			a. Recognize the distinguishing features of a sentence (e.g.,	print.			
		(e.g., first word, capitalization, ending punctuation).			capitalization of first word and ending punctuation).	a. Recognize the distinguishing			
					,	features of a sentence: capitalization			
						of first word and ending punctuation.			
37				Dhanalasiasi					
38	Phonological Awareness			Phonological Awareness					
30	1.RF.2	Demonstrate understanding of spoken words, syllables,		1.RF.2	Demonstrate understanding of spoken words, syllables, and	Refinement agreed to by group.			
		and sounds (phonemes).			sounds (phonemes).				
		Distinguish long from short vowel sounds in spoken single-syllable words.			a. Distinguish long from short vowel sounds in spoken single-syllable words.				
		single-syllable words.			Single-syllable words.				
		b. Orally produce single-syllable words by blending			b. Orally produce single-syllable words by blending sounds				
		sounds (phonemes), including consonant blends.			(phonemes), including consonant blends.				
		c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.			d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.				
		Sourius (priorieries) in spokeri single synable words.			(phonemes) in spoken single synapic words.				
		d. Segment spoken single syllable words into their			e. Segment spoken one syllable words of three to five				
		complete sequence of individual sounds (phonemes).			phonemes into individual phonemes (e.g., /s/p/l/a/t/)				
					f. Orally generate a series of original rhyming words using a				
					variety of phonograms (e.g., -ed, -ake, -ant, ain,) and consonant				
					blends (e.g., bl, st, tr)				
39									
	Reading Standards:								
	Foundational			Reading Standards:					
40	Skills			Foundational Skills					
	Phonics and			Di					
/11	Word Recognition			Phonics and Word					
41	recognition			Recognition					

	А	В	С	D	E	F	G	Н	I
	1.RF.3	Know and apply grade-level phonics and word analysis		1.RF.3	Know and apply grade-level phonics and word analysis skills in	Refinement agreed to by group.			
		skills in decoding words.			decoding words.				
		a. Know the spelling-sound correspondences for			a. Know the spelling-sound correspondences for common				
		common consonant digraphs.			consonant digraphs.				
		b. Decode regularly spelled one syllable words.			b. Decode regularly spelled one syllable words.				
		c. Know final -e and common vowel team			c. Use knowledge that every syllable must have a vowel sound				
		conventions for representing long vowel sounds.			to determine the number of syllables in a printed word.				
		d Has be and adoptibate an and adoptibate and a			d. Describe and early all six adjudes to account and a level				
		d. Use knowledge that every syllable must have a vowel sound to determine the number of			d. Recognize and apply all six syllable types with grade-level				
		syllables in a printed word.			appropriate texts.				
		synables in a printed word.			e. Read words with inflectional endings.				
		e. Decode two-syllable words following basic			e. Nead words with inflectional endings.				
		patterns by breaking the words into syllables.			f. Recognize and read grade-appropriate irregularly spelled				
		patterns by breaking the words into syndoles.			words.				
		f. Read words with inflectional endings.			words.				
		The control of the co							
		g. Recognize and read grade-appropriate irregularly							
42		spelled words.							
43	Fluency			Fluency					
	1.RF.4			1.RF.4					
		Read with sufficient accuracy and fluency to support			Read with sufficient accuracy and fluency to support				
		comprehension.			comprehension.				
		a. Read on-level text with purpose and understanding.			a. Read on-level text with purpose and understanding.				
		b. Read on-level text orally with accuracy, appropriate			b. Read on-level text orally with accuracy, appropriate rate, and				
		rate, and expression on successive readings.			expression on successive readings.				
		a lieu contout to confirm or celf correct userd			a lieu contout to confirm or self-conrect word ro				
14		c. Use context to confirm or self-correct word			c. Use context to confirm or self-correct word recognition and				
44		recognition and understanding, rereading as necessary.			understanding, rereading as necessary.				

	А	В	С	D	E	F	G	Н	I
	College and								
	Career								
	Readiness								
	Anchor			College and Career					
	Standards for			Readiness Anchor					
-	Writing Text Types			Standards for Writing Text Types and					
	and Purposes			Purposes					
		Write opinion pieces in which they introduce the		1.W.1	Write opinion pieces in which they introduce the				
		topic or name the book they are writing about, state			topic or name the book they are writing about, state				
		an opinion, supply a reason for the opinion, and			an opinion, supply a reason for the opinion, and				
l l		provide some sense of closure.			provide some sense of closure.				
4/	1.W.2	Write informative/explanatory texts in which they		1.W.2	Write informative/explanatory texts in which they				
		name a topic, supply some facts about the topic, and		1.00.2	name a topic, supply some facts about the topic, and provide				
		provide some sense of closure.			some sense of closure.				
48									
		Write narratives in which they recount two or more		1.W.3	Write narratives in which they recount two or more				
		appropriately sequenced events, include some details			appropriately sequenced events, include some details regarding				
		regarding what happened, use temporal words to signal			what happened, use temporal words to signal event order, and				
		event order, and provide some sense of closure.			provide some sense of closure.				
49									
13	Production			Production and					
	and			Distribution of Writing					
	Distribution of								
	Writing								
		With guidance and support from adults, produce writing		1.W.4					
		in which the development and organization are appropriate to task and purpose. (Grade-specific			With guidance and support from adults, produce writing in which the development and organization are appropriate to task				
		expectations for writing types are defined in standards			and purpose. (Grade-specific expectations for writing types are				
51		1–3 above).			defined in standards 1–3 above).				
	AZ.1.W.4	a. With guidance and support from adults, produce		AZ.1.W.4	Eliminate Az.1.W.4.a				
		functional writing (e.g., classroom rules,							
		experiments, notes/messages, friendly letters,							
		labels, graphs/tables, directions, posters) in							
E 2		which the development and organization are				Refinement agreed to by group			
52	1.W.5	appropriate to task and purpose.		1.W.5		Refinement agreed to by group.			
		With guidance and support from adults, focus on a			With guidance and support from adults, focus on a topic,				
		topic, respond to questions and suggestions from peers,			respond to questions and suggestions from peers, and add				
53		and add details to strengthen writing as needed.			details to strengthen writing as needed.				
		With guidance and support from adults, use a variety of	_	1.W.6	With guidance and support from adults, use a variety of digital				
		digital tools to produce and publish writing, including in			tools to produce and publish writing, including in collaboration				
54	Research to	collaboration with peers.		Research to Build and	with peers.				
	Build and			Present Knowledge					
	Present			200000000000000000000000000000000000000					
55	Knowledge								
	1.W.7			1.W.7					
									With guidance and support from
									adults, Participate in shared research
		Participate in shared research and writing projects			Participate in shared research and writing projects			Add verbiage to beginning "with	and writing projects (e.g., explore a number of "how-to"
		(e.g., explore a number of "how-to" books on a given			(e.g., explore a number of "how-to" books on a given topic and			guidance and support from adults" to	books on a given topic and use them
56		topic and use them to write a sequence of instructions).			use them to write a sequence of instructions).			align with 1.W.8.	to write a sequence of instructions).
55		Tarana and them to write a sequence of motifications).		1	and an anti-	I	I		1.2 a sequence of mod decions).

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	1.W.8		1.W.8					
		With guidance and support from adults, recall		With guidance and support from adults, recall information from				
		information from experiences or gather information		experiences or gather information from provided sources to				
57		from provided sources to answer a question.		answer a question.				
58	1.W.9	(Begins in grade 4)	1.W.9	(Begins in grade 4)				
	Range of		Range of Writing					
59	Writing							
60	1.W.10	(Begins in grade 3)	1.W.10	(Begins in grade 3)				

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	peaking and	В	C	U	Ė	Г	G	П	1
	stening			Speaking and Listening					
	•								
	tandards			Standards					
	omprehensio			Comprehension and					
	and			Collaboration					
	ollaboration								
62				1 0 1					
		Participate in collaborative conversations with diverse		1.SL.1	Participate in collaborative conversations with diverse partners				
		partners about grade 1 topics and texts with peers and			about grade 1 topics and texts with peers and adults in small				
		adults in small and larger groups.			and larger groups.				
		a. Follow agreed-upon rules for discussions (e.g.,			a. Follow agreed-upon rules for discussions (e.g., listening to				
		listening to others with care, speaking one at a time			others with care, speaking one at a time about the topics and				
		about the topics and texts under discussion).			texts under discussion).				
		b. Build on others' talk in conversations by responding			b. Build on others' talk in conversations by responding to the				
		to the comments of others through multiple exchanges.			comments of others through multiple exchanges.				
		c. Ask questions to clear up any confusion about the			c. Ask questions to clear up any confusion about the topics and				
		topics and texts under discussion.			texts under discussion.				
63									
1	.SL.2	Ask and answer questions about key details in a text		1.SL.2	Ask and answer questions about key details in a text read aloud				
		read aloud or information presented orally or through			or information presented orally or through other media.				
		other media.							
64									
1	.SL.3	Ask and answer questions about what a speaker says in		1.SL.3	Ask and answer questions about what a speaker says in order to				
		order to gather additional information or clarify			gather additional information or clarify something that is not				
		something that is not understood.			understood.				
65									
65				Duncoutation of					
	resentation f Knowledge			Presentation of					
	~			Knowledge and Ideas					
l cc la	nd Ideas								
66	CL 4	Describe grande places things and a set of the		4.61.4	Describe appells along things and a case 90 and a				
		Describe people, places, things, and events with		1.SL.4	Describe people, places, things, and events with relevant				
		relevant details, expressing ideas and feelings clearly.			details, expressing ideas and feelings clearly.				
6/	CL E	Add donoting a path on time 1 the state of the state of		4.61.5	Add door in a superbound disclose to the description of				
$ ^1$		Add drawings or other visual displays to descriptions		1.SL.5	Add drawings or other visual displays to descriptions when				
		when appropriate to clarify ideas, thoughts, and			appropriate to clarify ideas, thoughts, and feelings.				
68		feelings.							
1		Produce complete sentences when appropriate to task		1.SL.6	Produce complete sentences when appropriate to task and				
		and situation. (See grade 1 Language standard 1 for			situation. (See 1.L.1. for specific expectations.)				
69		specific expectations.)							

	Α	В	C D	E	F	G	Н	I
	Language							
-	Standards		Language Standards					
	Conventions		Conventions of					
	of Standard		Standard English					
	English 1.L.1	Demonstrate command of the conventions of Standard	1.L.1		Refinement agreed to by group.			
		English grammar and usage when writing or speaking.	1.2.1		Formatting: add a line space before a,			
		a. Print all upper- and lowercase letters.			b, c.			
		b. Use common, proper, and possessive nouns.			Define i.e. and e.g. in glossary.			
		c. Use singular and plural nouns with matching						
		verbs in basic sentences (e.g., He hops. We hop.)		Demonstrate command of the conventions of Standard English				
		d. Use personal, possessive, and indefinite		grammar and usage when writing or speaking.				
		pronouns (e.g., I, me, my; they, them, their;		a. Use common, proper, and possessive nouns.				
		anyone, everything).		b. Use singular and plural nouns with matching				
		e. Use verbs to convey a sense of past, present, and		verbs in basic sentences (e.g., He hops. We hop.)				
		future (e.g., Yesterday I walked home; Today I		c. Use personal, possessive, and indefinite				
		walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives.		pronouns (e.g., I, me, my; they, them, their;				
		g. Use frequently occurring adjectives.		anyone, everything). d. Use verbs to convey a sense of past, present, and				
		but, or, so, because).		future (e.g., Yesterday I walked home.; Today I				
		h. Use determiners (e.g., articles, demonstratives).		walk home.; Tomorrow I will walk home.).				
		i. Use frequently occurring prepositions (e.g.,		e. Use frequently occurring adjectives.				
		during, beyond, toward).		f.Use frequently occurring conjunctions (e.g., and,				
		j. Produce and expand complete simple and		but, or, so, because).				
		compound declarative, interrogative, imperative,		g. Use determiners (e.g., articles, demonstratives).				
		and exclamatory sentences in response to		h. Use frequently occurring prepositions (e.g.,				
		prompts.		during, beyond, toward).				
				i. Produce and expand complete simple and				
				compound declarative, interrogative, imperative,		*4.4		
72				and exclamatory sentences in response to prompts.		*1.L.1a moved to Writing Foundations		
	AZ.1.L.1	k. Write multiple sentences in an order that supports a	AZ.1.L.1	k. Write multiple sentences in an order that supports a main		Foundations		
73		main idea or story.	7.2.1.2.1	idea or story.				
		Demonstrate command of the conventions of	1.L.2	<u>'</u>				
		Standard English capitalization, punctuation, and						
		spelling when writing.						
		a. Capitalize dates and names of people.						
		b. Use end punctuation for sentences.		Demonstrate command of the conventions of				
		c. Use commas in dates and to separate single		Standard English capitalization, punctuation, and				
		words in a series.		spelling when writing.				
		d. Use conventional spelling for words with common spelling patterns and for frequently		a. Capitalize dates and names of people.b. Use end punctuation for sentences.				
		occurring irregular words.		c. Use commas in dates and to separate single words in a series.				
		e. Spell untaught words phonetically, drawing on		c. Obe commus in dutes and to separate single words in a series.		*1.L.2e - moved to Writing		
74		phonemic awareness and spelling conventions.			Refinement agreed to by group.	Foundations (1.WF.9)		
	Knowledge of		Knowledge of Langua	ge	3 , 6	,		
75 I	Language							
-		(Begins in grade 2)	1.L.3	(Begins in grade 2)				
	Vocabulary		Vocabulary Acquisition	n				
	Acquisition		and Use					
77 :	and Use							

А	В	С	D	E	F	G	Н	I
78 1.L.5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		1.L.5	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. 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). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.			Add verbiage "With guidance and support from adults" to beginning to align with 1.L.5.	With guidance and support from adults, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).		1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).			Add verbiage "With guidance and support from adults" to beginning to align with 1.L.5.	With guidance and support from adults, use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Α	В	C D	E	F	G	Н	T T
81 Writing Standards: Fou	ndational Skills (Not present in 2010 standards)	Writing Standards: Four		·	G		1
82	, and a second s	Sound-Letter Basics and					
-		1.WF.1	Write upper and lower case manuscript alphabet from				
83			memory				
84		1.WF.2	Write common grapheme (letter or letter group) for each phoneme				
85		1.WF.3	Orally segment the phonemes in any single-syllable, spoken word				
		1.WF.4	Know that each syllable is organized around a vowel sound				
86 87							
88		Spelling					
		1.WF.5	Spell common, regular, single syllable words a. short vowels and single consonants b. Consonant graphemes including qu,x, and -ck; digraphs (e.g., thin, shop when, much, sing); and doubled letters (e.g., off, will, mess)				
			c. Initial and final consonants blends (e.g., must, slab, plump) d. Long vowels spelled correctly predictably, including VCe (e.g., came, like) a few common vowel teams (e.g., boat, play, wait, see, team, right), and final -y (e.g., cry) e. Vowel -r combinations including er, ar, or (e.g., her, for, car)				
89							
		1.WF.6	Spell words with inflections a. Verbs with -ing, -ed and -s and no change in the base word (e.g., snowed, playing, jumps) b. Nouns with -s, -es, and not change to the base word (e.g., rugs, kisses) c. Adjectives with -er, -est and no change to the base word				
90			(e.g., slower)				
		1.WF.7	Spell two-syllable words that: a. End in -y, -ly (e.g., smelly, badly) b. Are compounds (e.g., hotdog)				
91			c. Have two closed syllables (e.g., rabbit, wagon)				
92		1.WF.8	Spell the 100 most often used words in English a. Irregular words (e.g., said, what, are, they was) b. Patterned based words (e.g., he, him, for, in, by, like)				
93		1.WF.9	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions				

	А	В	С	D	E	F	G	Н	I
1	2010 ELA Star	ndards		2016 ELA Dra	ft Standards (Changes Reflected in Red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
2	Code	Standard		Code	Standard				
	Reading Standards			Reading Standards					
3	for Literature			for Literature					
	Key Ideas and			Key Ideas and					
4	details			details					
	2.RL.1	Ask and answer such questions as who, what, where,		2.RL.1	Ask and answer such questions as who, what, where, when,				
		when, why, and how to demonstrate understanding of			why, and how to demonstrate understanding of key details in a				
		key details in a text.			text.				No refinement needed
									No remement needed
5									
	2.RL.2	Recount stories, including fables and folktales from		2.RL.2	Recount stories, including fables and folktales from diverse				
		diverse cultures, and determine their central message,			cultures, and determine their central message, lesson, or moral.				
		lesson, or moral.							
6	2.RL.3	Describe how characters in a story respond to major		2.RL.3	Describe how characters in a story respond to major events and				No refinement needed
		events and challenges.		Z.NL.3	challenges.				
		events and chancinges.			enancinges.				
7				Craft and					No refinement needed
8	Craft and Structure			Structure					
	2.RL.4	Describe how words and phrases (e.g., regular beats,		2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration,				
		alliteration, rhymes, repeated lines) supply rhythm and			rhymes, repeated lines) supply rhythm and meaning in a story,				
		meaning in a story, poem, or song.			poem, or song.				
9			_						No refinement needed
		Describe the overall structure of a story, including		2.RL.5	Describe the overall structure of a story, including describing				
		describing how the beginning introduces the story and			how the beginning introduces the story and the ending				
		the ending concludes the action.			concludes the action.				
10									No refinement needed
	2.RL.6	Acknowledge differences in the points of view of		2.RL.6	Acknowledge differences in the points of view of characters,				
		characters, including by speaking in a different voice for			including by speaking in a different voice for each character				
		each character when reading dialogue aloud.			when reading dialogue aloud.				
11	late and the control of			Into and the control of					No refinement needed
	Integration of Knowledge and			Integration of Knowledge and					
	Ideas			Ideas					No refinement needed

	А	В	C D	E	F	G	Н	I
	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.				
13								No refinement needed
14	2.RL.8	(Not applicable to literature)	2.RL.8	(Not applicable to literature)				
	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.9		No change needed to revision. Refinement agreed to by group.			No refinement needed. Group agrees with standard as worded.
15			1000	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				
	Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity					
	2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as meeded at the high end of the range	2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade two.				No refinement needed. Group agrees with standard as worded.

А	В	C D	E	F	G	Н	I
Reading Standa	urds	Reading Standard	Ş				
for Information		for Informational					
18 Text		Text					
Key Ideas and		Key Ideas and					
19 details 2.RI.1	Ask and answer such questions as who, what, where,	details 2.RI.1	Ask and answer such questions as who, what, where, when,				
2.NI.1	when, why, and how to demonstrate understanding of	2.KI.1	why, and how to demonstrate understanding of key details in a				
	key details in a text.		text.				
20							No refinement needed
2.RI.2	Identify the main topic of a multiparagraph text as well	2.RI.2	Identify the main topic of a multiparagraph text as well as the				
	as the focus of specific paragraphs within the text.		focus of specific paragraphs within the text.				
21							No refinement needed
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical	2.RI.3	Describe the connection between a series of historical events,				
	procedures in a text.		scientific ideas or concepts, or steps in technical procedures in a text.				
22		Craft and					No refinement needed
23 Craft and Struct	ture	Structure					
2.RI.4	Determine the meaning of words and phrases in a text	2.RI.4	Determine the meaning of words and phrases in a text relevant				
	relevant to a grade 2 topic or subject area.		to a grade 2 topic or subject area.				
24							No refinement needed
2.RI.5	Know and use various text features (e.g., captions, bold	2.RI.5	Know and use various text features (e.g., captions, bold print,				
	print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text		subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.				
	efficiently.		and the control of th				
25							No refinement needed
2.RI.6	Identify the main purpose of a text, including what the	2.RI.6	Identify the main purpose of a text, including what the author				ivo reilliettetti tieeded
	author wants to answer, explain, or describe.		wants to answer, explain, or describe.				
	·						
26							No refinement needed
Integration of Knowledge and		Integration of Knowledge and					
27 Ideas		Ideas					
		lideas					1

	А	В	C D	E	F	G	Н	I
	2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.				
28								No refinement needed
	2.RI.8	Describe how reasons support specific points the author makes in a text.	2.RI.8	Describe how reasons support specific points the author makes in a text.				
29								No refinement needed
	2.RI.9	Compare and contrast the most important points presented by two texts on the same topic	2.RI.9	Compare and contrast the most important points presented by two texts on the same topic				
30	Range of Reading		Range of Reading					No refinement needed
	and Level of Text Complexity		and Level of Text Complexity					
32	2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two .	No changes needed to revision. Refinement agreed to by group.			No refinement needed. Group agrees with standard as worded.
33	AZ.2.RI.10	a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	AZ.2.RI.10	Remove all of 2.RI.10a (AZ.2.RI.10).	No changes needed to revision. Refinement agreed to by group.		1	No refinement needed. Group agrees with standard as worded.

	А	В	C D	E	F	G	Н	I
	Reading Standards: Foundational Skills		Keading Standards: Foundationa Skills					
	Phonics and Word Recognition		Phonics and Recognition	Word				
36	2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	2.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Identify and apply six syllable types to decode appropriate grade-level text. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	No changes needed to revision. Refinement agreed to by group.	Revision is vertically aligned to the standard	Revision is horizontally aligned to the standard	No refinement needed. Group agrees with standard as worded.
37	Fluency		Fluency		Refinement agreed to by group.	Standard	Standard	agrees with standard as worded.
	2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
38								No refinement needed

	А	В	С	D	E	F	G	Н	I
	College and Career Readiness Anchor Standards for Writing		1	College and Career Readiness Anchor Standards for Writing					
40	Text Types and			Text Types and					
41	Purposes 2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.		Purposes 2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				
41	2.W.2	Write informative/explanatory texts in which they		2.W.2	Write informative/explanatory texts in which they				No refinement needed
	2.00.2	introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		Z. VV . Z	introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.				
42									No refinement needed
	2.W.3	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.		2.W.3	Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.				
43									No refinement needed
44	Production and Distribution of Writing			Production and Distribution of Writing					
	2.W.4			2.W.4					
45		With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).			With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).				No refinement needed
	AZ.2.W.4	2 3 3 3 3 5 7	,	AZ.2.W.4					
46		With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.			Remove all of 2.W.4a (AZ.2.W.4)	No change needed to revision. Refinement agreed to by group.			No change needed to revision. Refinement agreed to by group.
	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.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.				
47									No refinement needed

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	2.W.6	With guidance and support from adults, use a variety of	2.W.6	With guidance and support from adults, use a variety of digital				
		digital tools to produce and publish writing, including in		tools to produce and publish writing, including in collaboration				
		collaboration with peers.		with peers.				
40								No vetice and and
48								No refinement needed
	Research to Build		Research to Build					
	and Present		and Present					
49	Knowledge		Knowledge					
	2.W.7	Participate in shared research and writing projects	2.W.7	Participate in shared research and writing projects				
		(e.g., read a number of books on a single topic to		(e.g., read a number of books on a single topic to produce a				
		produce a report; record science observations)		report; record science observations)				
		,		,				
50								No refinement needed
	2.W.8	Recall information from experiences or gather	2.W.8	Recall information from experiences or gather information from				
		information from provided sources to answer a		provided sources to answer a question.				
		question.		4				
		questioni						
51								No refinement needed
52	2.W.9	(Begins in grade 4)	2.W.9	(Begins in grade 4)				
53	Range of Writing		Range of Writing					
	2.W.10	(Begins in grade 3)	2.W.10	(Begins in grade 3)				

	А	В	C D	E	F	G	Н	I
55	Speaking and Listening Standards		Speaking and Listening Standards					
33	Comprehension and Collaboration		Comprehension and Collaboration					
56								
	2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed	2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.				
		about the topics and texts under discussion.						
57	2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				No refinement needed
58								No refinement needed
	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	2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen				
59	Presentation of	issue.	Presentation of	understanding of a topic or issue.				No refinement needed
60	Knowledge and Ideas		Knowledge and Ideas					
	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
61								No refinement needed
	2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.				
62	2.51.5		2.51.5					No refinement needed
	2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations.)	2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations.)				
63								No refinement needed

	А	В	C D	E	F	G	Н	I
	Language		Language					
	Standards		Standards					
	Conventions of		Conventions of					
	2.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	2.L.1		No change needed to revision. Refinement agreed to by group.			conventions of Standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Use interjections, (e.g., Yes, that is mine!, Yes! That is mine.) g. Produce, expand, and rearrang complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched
67	AZ.2.L.1	Write multiple sentences in an order that supports a main idea or story.	AZ.2.L.1		No change needed to revision. Refinement agreed to by group.			
68	2.L.2 Knowledge of	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Z.L.2 Knowledge of	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				No refinement needed
	Language		Language					

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2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.		2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.				
Vocabulary Acquisition and	Use		Vocabulary Acquisition and					No refinement needed
2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.				
72								No refinement needed
2.L.5 73	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		2.L.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).				No refinement needed
2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).		2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).				No refinement needed

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75 Writing Standards: Foundational Skills (Not included in 2010 standards)		: Foundational Skills	·	<u> </u>		-
76		cs and Handwriting				
	2.WF.1	Write legibly in manuscript				
			No change to revision. Refinement			
77			agreed to by group			
	2.WF.2	Write with sufficient fluency to support composition				
			No change to revision. Refinement			
78			agreed to by group			
	2.WF.3	Write the most common graphemes (letters or letter				
		groups) for each phoneme, for example:				
		a. Consonants: /s/= s, ss, ce, ci, cy				
		/f/= f, ff, ph				
		/k/= c, k, ck				
		b. Vowels: /o/= o, o_e, oa, ow (long o)	No change to revision. Refinement			
79		/a/=a, a e, ia, av, eigh (long a)	agreed to by group			
80	Spelling	In the control of the				
	2.WF.4	Spell regular, single-syllable words that include:				
		a. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge)				
		b. Complex consonants blends (e.g., scr, str, squ)				
		c. Less common vowel teams for long vowels (e.g., ow, oo,				
		au, ou,ue)				
		d. Vowel r combinations (e.g., turn, star, third, four, for)				
		e. Contractions (e.g., we'll; I'm; they've; don't)				
		f. Homophones (e.g., bear, bare; past, passed)				
		g. Plurals and possessives (e.g.; its, it's)				
			No change to revision. Refinement			
81	2.WF.5	Snall two and three cullable words that	agreed to by group			
	2.WF.5	Spell two- and three-syllable words that:				
		a. Combine closed, open, vowel teams, vowel-r, and Cve				
		syllables (e.g., compete; robot; violet; understand)				
		b. Compounds comprising familiar parts (e.g., houseboat; yellowtail)				
		c. Include the most common prefixes and derivational				
		-				
		suffixes (e.g., un, re, en; ful, -ment, -less)	No change to revision. Refinement			
82			agreed to by group			
	2.WF.6					
		Spell words with suffixes that require:				
		a. Consonant doubling (e.g., running, slipped)				
		b. Dropping silent -e (e.g., smiled, paving)	No change to revision. Refinement			
83		c. Changing y to I (e.g., cried)	agreed to by group			
	2.WF.7		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
		Spell the 200 most often used words in English				
		a. Irregular words (e.g., against, many, enough, does)	No change to revision. Refinement			
84		b. Pattern-based words (e.g., which, kind, have)	agreed to by group			

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2010 ELA	\ Standards	2016 ELA Dra	oft Standards (Changes Reflected in Red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decsion
Code	Standard	Code	Standard				
Reading Standards for Literature		Reading Standards for Literature					
Key Ideas		Key Ideas and					
and details 3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	details 3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	No Refinement - Refinement agreed to			
;				by group.			
3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in text.				
5				Refinement agreed to by group.			
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				
Craft and Structure		Craft and Structure					
3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				
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.	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.				
0							
3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.		Distinguish one's own point of view from that of the narrator or those of the characters.			Refinement agreed to by group	Standard should read: Distinguish one's own point of view from that the narrator or those of the characters.
Integration of Knowledge 2 and Ideas		Integration of Knowledge and Ideas					

_	1 .					T _	T		<u> </u>
	Α	_	С	D	E	F	G	Н	I
	3.RL.7	Explain how specific aspects of a text's illustrations		3.RL.7	Explain how specific aspects of a text's illustrations contribute				
		contribute to what is conveyed by the words in a story (e.g.,			to what is conveyed by the words in a story (e.g., create mood,				
		create mood, emphasize aspects of a character or setting).			emphasize aspects of a character or setting).				
13									
14	3.RL.8	(Not applicable to literature)		3.RL.8	(Not applicable to literature)				
	3.RL.9	Compare and contrast the themes, settings, and plots of		3.RL.9	Compare and contrast the themes, settings, and plots of				
		stories written by the same author about the same or similar			stories written by the same author about the same or similar				
		characters (e.g., in books from a series).			characters (e.g., in books from a series).				
15									
	Range of								
	Reading and		l l	Range of Reading					
	Level of Text			and Level of Text					
	Complexity			Complexity					
	3.RL.10	By the end of the year, read and comprehend literature,		3.RL.10	By the end of the year, proficiently and independently read				
		including stories, dramas, and poetry, at the high end of the			and comprehend literature, including stories, dramas, and				
		grades 2–3 text complexity band independently and			poetry, in a text complexity range determined by qualitative				
		proficiently.			and quantitative measures appropriate to grade 3.				
		[F. 6.1.6.1.7.]			and quantitative incusaries appropriate to grade 5.				
						T Add			
						Typo: Add comma			
						Typo: "Including" mispelled.			
17						Refinement agreed to by group.			

	Α	В	C D	E	F	G	Н	I
	Reading							
	Standards							
	for		Reading Standards					
	Informationa		for Informational					
	l Text		Text					
	Key Ideas and details		Key Ideas and details					
13		Ask and answer questions to demonstrate understanding of		Ask and answer questions to demonstrate understanding of a				
		a text, referring explicitly to the text as the basis for the		text, referring explicitly to the text as the basis for the answers.				
		answers.						
20								
	3.RI.2	Determine the main idea of a text; recount the key details	3.RI.2	Determine the main idea of a text; recount and paraphrase the				
		and explain how they support the main idea.		key details and explain how they support the main idea				
21					Refinement agreed to by group.			
	3.RI.3	Describe the relationship between a series of historical	3.RI.3	Describe the relationship between a series of historical events,				
		events, scientific ideas or concepts, or steps in technical		scientific ideas or concepts, or steps in technical procedures in				
		procedures in a text, using language that pertains to time,		a text, using language that pertains to time, sequence, and				
		sequence, and cause/effect.		cause/effect.				
22								
	Craft and		Craft and					
	Structure		Structure					
	3.RI.4	Determine the meaning of general academic and domain-	3.RI.4	Determine the meaning of general academic and domain-				
		specific words and phrases in a text relevant to a grade 3		specific words and phrases in a text relevant to a grade 3 topic				
		topic or subject area.		or subject area.				
24								
127	3.RI.5	Use text features and search tools (e.g., key words, sidebars,	3.RI.5	Use text features and search tools (e.g., key words, sidebars,				
		hyperlinks) to locate information relevant to a given topic		hyperlinks) to locate information relevant to a given topic				
		efficiently.		efficiently.				
25								
		Distinguish their own point of view from that of the author of	3.RI.6	Distinguish one's own point of view from that of the author of				
		a text.		a text.				
								Standard should read: Distinguish
26							Refinement agreed to by group.	one's own point of view from that of the author of a text.
20	<u> </u>	<u>l</u>	<u> </u>	1	1	1	mement agreed to by group.	the dutilor of a text.

	Δ.	В	С	D	F	F	G	Н	T T
-	ntegration	В	_	Integration of	E.	<u>г</u>	9	П	1
	of			Knowledge and					
	Knowledge			Ideas					
	and Ideas								
	3.RI.7	Use information gained from illustrations (e.g., maps,		3.RI.7	Use information gained from illustrations (e.g., maps,				
		photographs) and the words in a text to demonstrate			photographs) and the words in a text to demonstrate				
		understanding of the text (e.g., where, when, why, and how			understanding of the text (e.g., where, when, why, and how				
		key events occur).			key events occur).				
28									
20	3.RI.8	Describe the logical connection between particular sentences		3.RI.8	Describe the logical connection between particular sentences				
		and paragraphs in a text (e.g., comparison, cause/effect,			and paragraphs in a text (e.g., comparison, cause/effect,				
		first/second/third in a sequence).			first/second/third in a sequence).				
29	2.21.2			2.51.0					
		Compare and contrast the most important points and key			Compare and contrast the most important points and key				
		details presented in two texts on the same topic.			details presented in two texts on the same topic.				
20									
30	3.RI.10	By the end of the year, read and comprehend informational		3.RI.10	By the end of the year, proficiently and independently read				
	3.111.10	texts, including history/social studies, science, and technical		3.NI.10	and comprehend informational texts, including history/social				
		texts, at the high end of the grades 2–3 text complexity band			studies, science, and technical texts, in a text complexity range				
		independently and proficiently.			determined by qualitative and quantitative measures				
					appropriate to grade three.				
						Typo: "Appropriat" - Refinement			
31						agreed to by group.			
-	AZ.3.RI.10	a. By the end of the year, read and comprehend functional	1	AZ.3.RI.10		5 7 5 F			
		texts, including history/social studies, science, and technical							
		texts, at the high end of the grades 2–3 text complexity band							
		independently and proficiently.							
					51				
32					Eliminate AZ.3.RI.10	Elimination agreed to by group.			

	Α	В	С	D	E	F	G	Н	I
	Reading								
	Standards:			Reading					
	oundationa			Standards:					
33	Skills			Foundational Skills					
	honics and			Phonics and Word					
	Nord			Recognition					
	Recognition								
34									
	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.		3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade level words accurately. d. Read grade-level appropriate irregularly spelled words.				
35 36		Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary		Fluency 3.RF.4		Typo: 3.RF.3 - take out extra period. 3.RF.3.d - Change "grade-appropriate" to "grade-level appropriate".			

	А	В	C D	E	F	G	Н	I
38	College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing					
	Text Types and Purposes		Text Types and Purposes					
40	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.			Corrected for grammar	Standard should read: Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
	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 linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	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 linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.				
41	3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.				
	Production and Distribution of Writing		Production and Distribution of Writing					

		,					,		
	Α	В	С	D	E	F	G	Н	I
	3.W.4	With guidance and support from adults, produce writing in		3.W.4	With guidance and support from adults, produce writing in				
		which the development and organization are appropriate to			which the development and organization are appropriate to				
		task and purpose. (Grade-specific expectations for writing			task and purpose. (Grade-specific expectations for writing				
		types are defined in standards 1–3 above.)			types are defined in standards 1–3 above.)				
44									
	AZ.3.W.4	a. With guidance and support from adults, produce		AZ.3.W.4					
		functional writing (e.g., friendly and formal letters, recipes							
		experiments, notes/messages, labels, graphs/tables,							
		procedures, invitations, envelopes) in which the							
		development and organization are appropriate to task and							
45		purpose.			Eliminate AZ.3.W.4	Elimination agreed to by group.			
	3.W.5	With guidance and support from peers and adults, develop		3.W.5	With guidance and support from peers and adults, develop and	l .			
		and strengthen writing as needed by planning, revising, and			strengthen writing as needed by planning, revising, and editing.				
		editing. (Editing for conventions should demonstrate			(Editing for conventions should demonstrate command of				
		command of Language standards 1–3 up to and including			Language standards 1–3 up to and including grade 3.)				
46		grade 3.)	$\vdash \downarrow$						
	3.W.6	With guidance and support from adults, use technology to		3.W.6	With guidance and support from adults, use technology to				
		produce and publish writing (using keyboarding skills) as well			produce and publish writing (using keyboarding skills) as well				
		as to interact and collaborate with others.			as to interact and collaborate with others.				
47									
	Research to			Research to Build					
	Build and			and Present					
1,0	Present			Knowledge					
48	Knowledge	Conduct short research projects that build knowledge about		2 14/ 7	Conduct short research prejects that build knowledge about a				
	3.W.7	Conduct short research projects that build knowledge about		3.W.7	Conduct short research projects that build knowledge about a				
		a topic.			topic.				
49									
	3.W.8	Recall information from experiences or gather information		3.W.8	Recall information from experiences or gather information				
		from print and digital sources; take brief notes on sources			from print and digital sources; take brief notes on sources and				
		and sort evidence into provided categories.			sort evidence into provided categories.				
50									Group agrees to Standard as written.
51	3.W.9	(Begins in grade 4)	-	3.W.9	(Begins in grade 4)				, 10 1111111111111111111111111111111111
		Write routinely over extended time frames (time for		3.W.10	Write routinely over extended time frames (time for research,				
		research, reflection, and revision) and shorter time frames (a			reflection, and revision) and shorter time frames (a single				
		single sitting or a day or two) for a range of discipline-specific			sitting or a day or two) for a range of discipline-specific tasks,				
		tasks, purposes, and audiences.			purposes, and audiences.				
52]			

	А	В	C D	E	F	G	Н	I
53	Speaking and Listening Standards		Speaking and Listening Standards					
	Comprehens ion and Collaboratio n		Comprehension and Collaboration					
55		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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion	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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion				
		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.	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.				
56		Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
	Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas					
59	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.	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.				
60		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.	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.				
61	3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)				

	A	В	D D	E	F	G	Н	I
L	anguage		Language		·			-
62	Standards		Standards					
	Conventions		Conventions of					
	of Standard		Standard English					
63	inglish							
03	3.L.1	Demonstrate command of the conventions of Standard	3.L.1	Demonstrate command of the conventions of Standard English				
		English grammar and usage when writing or speaking.		grammar and usage when writing or speaking.				
		a. Explain the function of nouns, pronouns, verbs, adjectives,		a. Explain the function of nouns, pronouns, verbs, adjectives,				
		and adverbs in general and their functions in particular		and adverbs in general and their functions in particular				
		sentences.		sentences.				
		b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood).		b. Form and use regular and irregular plural nouns.c. Use abstract nouns (e.g., childhood).				
		d. Form and use regular and irregular verbs.		d. Form and use regular and irregular verbs.				
		e. Form and use the simple (e.g., I walked; I walk; I will walk)		e. Form and use the simple (e.g., I walked; I walk; I will walk)				
		verb tenses.		verb tenses.				
		f. Ensure subject-verb and pronoun-antecedent agreement.		f. Ensure subject-verb and pronoun-antecedent agreement				
		g. Form and use comparative and superlative adjectives and		within a sentence or paragraph.				
		adverbs, and choose between them depending on what is to be modified.		g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to				
		h. Use coordinating and subordinating conjunctions.		be modified.				
		i. Produce simple, compound, and complex sentences.		h. Use coordinating and subordinating conjunctions.				
				i. Produce simple, compound, and complex sentences.				
				j. Write one or more paragraphs that explain a main idea	Typo: 3.L.1.f - Take out extra period at			
				The state of the s	the end.			
64				conclusions/closure.	Move AZ.3.L.1 to 3.L.1.j			
0.	AZ.3.L.1	j. Write multiple sentences in an order that supports a main	AZ.3.L.1	Eliminate AZ.3.L.1 (Moved to 3.L.1.j)	Move NEISLET to Sielly			
		idea or story						
65					Move AZ.3.L.1 to 3.L.1.j			
	3.L.2	Demonstrate command of the conventions of Standard	3.L.2	Demonstrate command of the conventions of Standard English				
		English capitalization, punctuation, and spelling when		capitalization, punctuation, and spelling when writing.				
		writing.		a. Capitalize appropriate words in titles.				
		a. Capitalize appropriate words in titles. b. Use commas in addresses.		b. Use commas in addresses.c. Use commas and quotation marks in dialogue.				
		c. Use commas and quotation marks in dialogue.		d. Form and use possessives.				
		d. Form and use possessives.		e. Use conventional spelling for high-frequency and other				
		e. Use conventional spelling for high-frequency and other		studied words and for adding suffixes to base words (e.g.,				
		studied words and for adding suffixes to base words (e.g.,		sitting, smiled, cries, happiness).				
		sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word		f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules,				
		families, position-based spellings, syllable patterns, ending		meaningful word parts) in writing words.				
		rules, meaningful word parts) in writing words.						
		g. Consult reference materials, including beginning						
		dictionaries, as needed to check and correct spellings.						
66					Refinement agreed to by group.			
	Cnowledge		Knowledge of					
	of Language		Language					
67								

	Λ	R	С	D	r	F	G	Н	т 1
\vdash	3.L.3	Use knowledge of language and its conventions when	٦	3.L.3	Use knowledge of language and its conventions when writing,	r	l G	<u> </u>	1
	3.2.3	writing, speaking, reading, or listening.		3.2.3	speaking, reading, or listening.				
		a. Choose words and phrases for effect.			a. Choose words and phrases for effect.				
		b. Recognize and observe differences between the			b. Recognize and observe differences between the conventions				
		conventions of spoken and written Standard English.			of spoken and written Standard English.				
68		conventions of spoken and written standard English.			of spoken and written Standard English.				
<u> </u>	Vocabulary			Vocabulary					
	Acquisition			Acquisition and					
69	and Use			Use					
0.5	3.L.4	Determine or clarify the meaning of unknown and multiple-		3.L.4	Determine or clarify the meaning of unknown and multiple-				
	5121-1	meaning word and phrases based on grade 3 reading and		312.4	meaning word and phrases based on grade 3 reading and				
		content, choosing flexibly from a range of strategies.			content, choosing flexibly from a range of strategies.				
		a. Use sentence-level context as a clue to the meaning of a			a. Use sentence-level context as a clue to the meaning of a				
		word or phrase.			word or phrase.				
		b. Determine the meaning of the new word formed when a			b. Determine the meaning of the new word formed when a				
		known affix is added to a known word (e.g.,			known affix is added to a known word (e.g.,				
		agreeable/disagreeable, comfortable/uncomfortable,			agreeable/disagreeable, comfortable/uncomfortable,				
		care/careless, heat/preheat).			care/careless, heat/preheat).				
		c. Use a known root word as a clue to the meaning of an			c. Use a known root word as a clue to the meaning of an				
		unknown word with the same root (e.g., company,			unknown word with the same root (e.g., company,				
		companion).			companion).				
		d. Use glossaries or beginning dictionaries, both print and			companion).				
		digital, to determine or clarify the precise meaning of key							
		words and phrases.							
		words and pinases.							
70						Refinement agreed to by group.			
	3.L.5	Demonstrate understanding of word relationships and		3.L.5	Demonstrate understanding of word relationships and nuances				
		nuances in word meanings.			in word meanings.				
		a. Distinguish the literal and nonliteral meanings of words			a. Distinguish the literal and nonliteral meanings of words and				
		and phrases in context (e.g., take steps).			phrases in context (e.g., take steps).				
		b. Identify real-life connections between words and their use			b. Identify real-life connections between words and their use				
		(e.g., describe people who are friendly or helpful).			(e.g., describe people who are friendly or helpful).				
		c. Distinguish shades of meaning among related words that			c. Distinguish shades of meaning among related words that				
		describe states of mind or degrees of certainty (e.g., knew,			describe states of mind or degrees of certainty (e.g., knew,				
		believed, suspected, heard, and wondered).			believed, suspected, heard, and wondered).				
		, , , , , , , , , , , , , , , , , , , ,							
71									
	3.L.6	Acquire and use accurately grade-appropriate		3.L.6	Acquire and use accurately grade-appropriate conversational,				
		conversational, general academic and domain-specific words			general academic and domain-specific words and phrases,				
		and phrases, including those that signal spatial and temporal			including those that signal spatial and temporal relationships				
		relationships (e.g., After dinner that night we went looking			(e.g., After dinner that night we went looking for them).				
		for them).							
72									
12									

	۸	В	C D	E	T F	G	Н	Ţ
72	Alviting Stan	dards: Foundational Skills (Not included in the 2010		ards: Foundational Skills	<u></u>	9	П	1
74	writing Stand	dards: Foundational Skills (Not included in the 2010						
/4				Basics and Handwriting				
			3.WF.1					
75				Read and write cursive letters, upper and lower case.				
1,3			3.WF.2	Transcribe ideas legibly in cursive and manuscript, with				
			3.771.2	appropriate spacing and indentation.				
				appropriate spacing and indentation.				
76					Typo: "Indentoin" to "Indentation"			
77			Spelling					
			3.WF.3	Spell single syllable words with less common and				
				complex graphemes				
				(e.g., ough, augh, old, -ind, -ost, -ild families)				
				, 3, 3, , , , , , , , , , , , , , , , ,				
78					Typo: "augh;" to "augh,"			
70			3.WF.4		Typo. augii, to augii,			
			3.771.4					
				Use a dictionary or thesaurus to check spellings of				
79				unknown words				
/9			3.WF.5	ulikilowii wolus	1			
			3.WF.3					
					Standard should read: Identify			
				Identify language of origin for words, as noted in	language of origin for words, as noted			
80				dictionaries.	in dictionaries.			
			3.WF.6					
				Spell singular and plural possessives (e.g., teacher's;				
81				teachers')				
			3.WF.7	<u> </u>				
				Spell regular two-and three- syllable words that:	Standard should read: Spell regular			
				a. Combine all basic syllables types: closed, Vce, open,	two-and three- syllable words that:			
				vowel team, vowel-r, and consonant le.	a. Combine all basic syllables types:			
				b. Include common, transparent, prefixes and suffixes	closed, Vce, open, vowel team, vowel-			
				(e.g., re-, pre-, sub-, un-, dis-, mis,; -able, -ness, -ful, and-	r, and consonant le.			
				tion).	b. Include common prefixes and			
					suffixes (e.g., re-, pre-, sub-, un-, dis-,			
82					mis,; -able, -ness, -ful, and -tion)			
			3.WF.8					
				Snall the EOO most common words in English including				
				Spell the 500 most common words in English, including				
				regular and irregular forms.				
ดร								
03				1	1	1	I	1

	Α	В	С	D	E	F	G	Н	I
1	2010 ELA Sta	andards			ELA Standards (Changes reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
-		Standard			Standard				
1	Reading Standards for Siterature			Reading Standards for Literature					
4 I	(ey Ideas and d			Key Ideas and o					
Г		Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
6		Determine a theme of a story, drama, or poem from details in the text; summarize the text.		4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.				
7		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.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).				
8	Craft and Struct	ture		Craft and Struc	ture				
9	4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures including those that allude to significant characters.	changed spelling of inlcuding to including/refinement agreed to by group			
		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.		4.RL.5	Explain the overall structure and major differences between poems, drama, and prose.	no change/refinement agreed to by			
10						group			
		Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.		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.				
11		roudedes and ldess		luka susiti a a se	(considerated block				
12	ntegration of K	nowledge and Ideas		Integration of k	Knowledge and Ideas				

		В	<i>c</i>		Г	T -	G	I н	Т
	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.	C		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.	1	G	н	
13									
14	4.RL.8	(Not applicable to literature)		4.RL.8	(Not applicable to literature)				
	4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.				
15									
16	Range of Readi	ng and Level of Text Complexity			ng and Level of Text Complexity				
	4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.				
						no change/refinement agreed to by			
17						group			

	Δ	В	D	F F	F	G	Н	Ī
18	Reading Standa	rds for Informational Text		dards for Informational Text	·	9		
	(ey Ideas and d		Key Ideas an					
	4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	4.Ri.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.				
20								
		Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.				
21								
		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	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.				
					added period at end of			
					sentence/refinement agreed to by			
22			00. 15:		group			
23	Craft and Struct		Craft and Str					
24		Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.	4.RI.4	Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.				
		Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.				
25	4 DL C	Company and contract a firsthand and an advantage of	A DL C	Company and contract a firsthand and another days	<u> </u>			
		Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	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.				
26								
27 I	ntegration of K	nowledge and Ideas	Integration of	f Knowledge and Ideas				

	Α	В	C D	E	F	G	Н	I
	4.RI.7	Interpret information presented visually, orally, or	4.RI.7	Interpret information presented visually, orally, or				
		quantitatively (e.g., in charts, graphs, diagrams, time lines,		quantitatively (e.g., in charts, graphs, diagrams, time lines,				
		animations, or interactive elements on Web pages) and		animations, or interactive elements on Web pages) and				
		explain how the information contributes to an understanding		explain how the information contributes to an understanding				
		of the text in which it appears.		of the text in which it appears.				
28								
	4.RI.8	Explain how an author uses reasons and evidence to support	4.RI.8	Explain how an author uses reasons and evidence to support				
		particular points in a text.		particular points in a text.				
		particular points in a text.		particular points in a text.				
20								
29	4.01.0	luterante information formation to the court has a section	4.01.0	Internate information from two tests on the course to rising				
	4.RI.9	Integrate information from two texts on the same topic in	4.RI.9	Integrate information from two texts on the same topic in				
		order to write or speak about the subject knowledgeably.		order to write or speak about the subject knowledgeably.				
30								
	4.RI.10	By the end of year, read and comprehend informational	4.RI.10	By the end of the year, proficiently and independently read				
		texts, including history/social studies, science, and technical		and comprehend informational texts, including history/social				
		texts, in the grades 4–5 text complexity band proficiently,		studies, science, and technical texts, in a text complexity				
		with scaffolding as needed at the high end of the range.		range determined by qualitative and quantitative measures				
				appropriate to grade 4.				
					no change/refinement agreed to by			
31					group			
	AZ.4.RI.10	a. By the end of year, read and comprehend functional texts,	AZ.4.RI.10	Remove RI.10a.				
		including history/social studies, science, and technical texts,						
		in the grades 4–5 text complexity band proficiently, with						
		scaffolding as needed at the high end of the range.						
					added period between land			
					added period between I and			
32					1/refinement agreed to by group			

R	T c	Гр	F	F F	G	Н	ī
rds: Foundational Skills 3-5	+		ards: Foundational Skills 3-5	'	9		•
ord Recognition			/ord Recognition				
Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately.	added period at end of sentence c/backspaced the word to in sentence			
		Fluency		c/refinement agreed to by group			
Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
unu unuer	standing, rereading as necessary.	standing, refedening as necessary.	standing, rereading as necessary.		no change/refinement agreed to by group	no change/refinement agreed to by	no change/refinement agreed to by

А	В	С	D	E	F	G	Н	I
38 College and C	Career Readiness Anchor Standards for Writing	Co	ollege and Car	reer Readiness Anchor Standards for Writing	·		1	
39 Text Types a			ext Types and					
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.		4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.				
40 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 words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.		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 words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.				
4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases 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.		4.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases 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.				
43 Production a	nd Distribution of Writing	D.	roduction and	 Distribution of Writing				
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				

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	A A A A A A A	B Describes also and ash areas () which is a line () and ()	С	D	E Eliminata A7 4 N/ 4	F	G	Н	1
	AZ.4.W.4	a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments,		AZ.4.W.4	Eliminate AZ.4.W.4				
		notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and							
		organization are appropriate to task and purpose.							
		organization are appropriate to task and purpose.							
4-						no change/refinement agreed to by			
45	4.W.5	With guidance and support from peers and adults, develop		4.W.5	With guidance and support from peers and adults, develop	group			
	4.00.5	and strengthen writing as needed by planning, revising, and		4.00.5	and strengthen writing as needed by planning, revising, and				
		editing. (Editing for conventions should demonstrate			editing. (Editing for conventions should demonstrate				
		command of Language standards 1–3 up to and including			command of Language standards 1–3 up to and including				
		grade 4.)			grade 4.)				
					,				
46									
	4.W.6	With some guidance and support from adults, use		4.W.6	With some guidance and support from adults, use	1			
		technology, including the Internet, to produce and publish			technology, including the Internet, to produce and publish				
		writing as well as to interact and collaborate with others;			writing as well as to interact and collaborate with others;				
		demonstrate sufficient command of keyboarding skills to			demonstrate sufficient command of keyboarding skills to				
		type a minimum of one page in a single sitting.			complete a writing task.				
						no change/refinement agreed to by			
47	Docoarch to Post	ild and Present Knowledge		Posoarch to Pui	ld and Present Knowledge	group			
48	4.W.7	Conduct short research projects that build knowledge	-		Conduct short research projects that build knowledge	1			
	→. vv . /	through investigation of different aspects of a topic.			through investigation of different aspects of a topic.				
		amough investigation of different aspects of a topic.			through investigation of university aspects of a topic.				
49	4.W.8	Docall relevant information from avanciances or getter	-	4.W.8	Decall relevant information from experiences or sether	-			
	4. VV . O	Recall relevant information from experiences or gather relevant information from print and digital sources; take		4.VV.ō	Recall relevant information from experiences or gather relevant information from print and digital sources; take				
		notes and categorize information, and provide a list of			notes and categorize information, and provide a list of				
		sources.			sources.				
50	4.44.0	Duran anidamaa furuu lita oo oo oo lifa oo		414.0	Description on from the control form the last of the control of th	-			
	4.W.9	Draw evidence from literary or informational texts to support		4.W.9	Draw evidence from literary or informational texts to support				
		analysis, reflection, and research.			analysis, reflection, and research.				
		a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or			a. Apply grade 4 Reading standards to literature.b. Apply grade 4 Reading standards to informational texts.				
		drama, drawing on specific details in the text [e.g., a			b. Apply Brade 4 Reduing Standards to informational texts.				
		character's thoughts, words, or actions].").							
		b. Apply grade 4 Reading standards to informational texts							
		(e.g., "Explain how an author uses reasons and evidence to							
		support particular points in a text").				add peroids at the end of sentences a			
51						and b/refinement agreed to by group			
	4.W.10	Write routinely over extended time frames (time for	T	4.W.10	Write routinely over extended time frames (time for research	,			
		research, reflection, and revision) and shorter time frames (a			reflection, and revision) and shorter time frames (a single				
		single sitting or a day or two) for a range of discipline-specific			sitting or a day or two) for a range of discipline-specific tasks,				
		tasks, purposes, and audiences.			purposes, and audiences.				
52									

	A	В	С	D	E	F	G	Н	I
53	Speaking and Li	istening Standards			istening Standards	·	5		-
	-	n and Collaboration			n and Collaboration		<u> </u>		
37	•	Engage effectively in a range of collaborative discussions			Engage effectively in a range of collaborative discussions (one-				
	4.3L.1			1					
		(one-on-one, in groups, and teacher-led) with diverse			on-one, in groups, and teacher-led) with diverse partners on				
		partners on grade 4 topics and texts, building on others'			grade 4 topics and texts, building on others' ideas and				
		ideas and expressing their own clearly.			expressing their own clearly.				
		a. Come to discussions prepared having read or studied			a. Come to discussions prepared having read or studied				
		required material; explicitly draw on that preparation and			required material; explicitly draw on that preparation and				
		other information known about the topic to explore ideas			other information known about the topic to explore ideas				
		under discussion.			under discussion.				
		b. Follow agreed-upon rules for discussions and carry out			b. Follow agreed-upon rules for discussions and carry out				
		assigned roles.			assigned roles.				
		c. Pose and respond to specific questions to clarify or follow			c. Pose and respond to specific questions to clarify or follow				
		up on information, and make comments that contribute to			up on information, and make comments that contribute to				
		the discussion and link to the remarks of others.			the discussion and link to the remarks of others.				
		d. Review the key ideas expressed and explain their own			d. Review the key ideas expressed and explain their own				
		ideas and understanding in light of the discussion.			ideas and understanding in light of the discussion.				
55									
	4.SL.2	Paraphrase portions of a text read aloud or information		4.SL.2	Paraphrase portions of a text read aloud or information				
		presented in diverse media and formats, including visually,			presented in diverse media and formats, including visually,				
		quantitatively, and orally.			quantitatively, and orally.				
		quantitatively, and orany.			quantitativery, and orany.				
56									
	4.SL.3	Identify the reasons and evidence a speaker provides to		4.SL.3	Identify the reasons and evidence a speaker provides to				
		support particular points.			support particular points.				
57									
58		f Knowledge and Ideas			Knowledge and Ideas				
	4.SL.4	Report on a topic or text, tell a story, or recount an		4.SL.4	Report on a topic or text, tell a story, or recount an				
		experience in an organized manner, using appropriate facts			experience in an organized manner, using appropriate facts				
		and relevant, descriptive details to support main ideas or			and relevant, descriptive details to support main ideas or				
		themes; speak clearly at an understandable pace.			themes; speak clearly at an understandable pace.				
		themes, speak elearly at an anacistandable page.			arianies) speak clearly at an anderstandable pace.				
59									
23	4.SL.5	Add audio recordings and visual displays to presentations	1	4.SL.5	Add audio recordings and visual displays to presentations				
	4.3L.5			4.3L.5					
		when appropriate to enhance the development of main ideas			when appropriate to enhance the development of main ideas				
		or themes.			or themes.				
60									
50				L	I .			I.	

	А	В	С	D	E	F	G	Н	I
61		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. (See grade 4 Language standards 1 and 3 for specific expectations.)		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. (See grade 4 Language standards 1 and 3 for specific expectations.)				

	А	В	С	D	F	F	G	Н	Ī
62 L	anguage Stand			Language Stand	dards	·			-
		nowledge and Ideas			Cnowledge and Ideas				
03	4.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use theprepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). (4.L.1)			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two;	added a space between the words and			
		uicre, uicii j. (*•.L.1)			, , , ,	and prepositional/refinement agreed			
64						to by group			
	AZ.4.L.1	h. Write and organize one or more paragraphs about a topic.		AZ.4.L.1	Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing Standards 1-3.)				
65									
		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.			Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	group			
66									
67 K		Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).				
						remove asterisk/refinement agreed to			
68						by group			
	ocabulary Acq	uisition and Use		Vocabulary Acc	quisition and Use	, ,			

	А	В	С	D	E	F	G	Н	I
70	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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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 key words and phrases.		4.L.4					
71		Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).		4.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Бгодр			
72	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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).		4.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Agreed to by group due to grammar functionality	Standard should read: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. quizzed, whined, stammered) and that are basic to a particular topic (e.g. wildlife, conservation, endangered when discussing animal preservation)		

	Α	В	С	D	E	F	G	Н
1	2010 ELA	Standards		2016 DRAF	T ELA Standards (Changes reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment
2	Code	Standard		Code	Standard			
3	Reading Standards for Literature			Reading Standards for Literature				
4	Key Ideas ar	nd details		Key Ideas and	details			
	5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.			
6	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; summarize the text.		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; summarize the text.	Determine a theme of a story, drama, or poem from details of the text. A.)	JULY 21 Determine a theme of a story, drama, or poem from details in the text: include how characters in a story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.	
7	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).		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).			
8	Craft and St	ructure		Craft and Stru	cture			
9	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.		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.			
	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.		5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the overall work.			
10	5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.		5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	Refinement agreed to by group		
11	Integration	of Knowledge and Ideas		Integration of	Knowledge and Ideas			
	- Imregiation	or mioricage and racas		cg. ation of	miomicaje una racas	I .	I.	

	Α	В	С	D	E	F	G	Н
	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, and poem).		5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).			
13						Typo: change comtribute to contribute		
14	5.RL.8	(Not applicable to literature)		5.RL.8	(Not applicable to literature)			
15	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.		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.			
16	Range of Rea	ading and Level of Text Complexity		Range of Read	ling and Level of Text Complexity			
	5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.		5.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade 5.			
17						Delete "and"		

\Box	A	В	С	D	E	F	G	н
18 R	eading Sta	ndards for Informational Text			lards for Informational Text			
	ey Ideas an			Key Ideas and				
	5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text		5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text			
20						remove double period (typo)		
20	5.RI.2	Determine two or more main ideas of a text and explain		5.RI.2	Determine two or more main ideas of a text and explain how			
	3.Ni.2	how they are supported by key details; summarize the text.		3.NI.2	they are supported by key details; summarize the text.			
21								
22	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.		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.		JULY 21 (add comma before "based") 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.	
	raft and St	ructure		Craft and Stru	cture		the text.	
	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.		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.			
24								
24	5.RI.5	Comment of the state of the sta			1		1	
		Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.		5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.			
25		chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or		5.RI.5	comparison, cause/effect, and problem/solution) of events,			
25	5.RI.6	chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or			comparison, cause/effect, and problem/solution) of events,			
25	5.RI.6	chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the			comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view			

	А	В	С	D	E	F	G	Н
	5.RI.7	Draw on information from multiple print or digital		5.RI.7	Draw on information from multiple print or digital sources,			
		sources, demonstrating the ability to locate an answer			demonstrating the ability to locate an answer to a question			
		to a question quickly or to solve a problem efficiently.			quickly or to solve a problem efficiently.			
28								
	5.RI.8	Explain how an author uses reasons and evidence to		5.RI.8	Explain how an author uses reasons and evidence to support			
		support particular points in a text, identifying which			particular points in a text, identifying which reasons and			
		reasons and evidence support which point(s).			evidence support which point(s).			
20								
29	5.RI.9	Integrate information from several texts on the same	+ +	5.RI.9	Integrate information from several texts on the same topic in			
	3.11.3	topic in order to write or speak about the subject		5.11.5	order to write or speak about the subject knowledgeably.			
		knowledgeably.			order to write or speak about the subject knowledgeably.			
		Kilowiedgeably.						
30								
		Range of Reading and Level of Text Complexity						
31							JULY 21Cluster Title missing	
	5.RI.10	By the end of the year, read and comprehend		5.RI.10	By the end of the year, proficiently and independently read			
		informational texts, including history/social studies,			and comprehend informational text, including history/social			
		science, and technical texts, at the high end of the			studies, science and technological texts, in a text complexity			
		grades 4–5 text complexity band independently and			range determinded by qualitative and quantitative measures			
		proficiently.			approprirate to grade 5.			
32						Refinement agreed to by group		
	AZ.5.RI.10	a. By the end of the year, read and comprehend		AZ.5.RI.10	Delete AZ.5.RI.10			
		functional texts, including history/social studies,						
		science, and technical texts, at the high end of the						
		grades 4–5 text complexity band independently and						
1		proficiently.						
33						Refinement agreed to by group		

А	В	С	D	Е	F	G	Н
34 Reading	Standards: Foundational Skills		Reading Stand	lards: Foundational Skills			
35 Phonics	and Word Recognition		Phonics and V	Vord Recognition			
5.RF.	 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 		5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read accuratlely unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and	In (a. & d.) reverse word order to now		
36 Fluency			Fluency	Latin affixes and roots to accurately read unfamiliar words.	say: "accurately read"		
5.RF-	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
38					Change (b). "on-level" to "grade-level"		
	and Career Readiness Anchor Standards for Writing		College and C	areer Readiness Anchor Standards for Writing			
40 Text Typ	pes and Purposes		Text Types an				
5.W.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.		5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.			
41						Vertical alignment team suggested including a definition of opinion vs argument in the glossary	

	А	В	С	D	E	F	G	Н
		Write informative/explanatory texts to examine a topic		5.W.2	Write informative/explanatory texts to examine a topic and		-	
		and convey ideas and information clearly.			convey ideas and information clearly.			
		a. Introduce a topic clearly, provide a general			a. Introduce a topic clearly, provide a general observation			
		observation and focus, and group related information			and focus, and group related information logically; include			
		logically; include formatting (e.g., headings),			formatting (e.g., headings), illustrations, and multimedia			
		illustrations, and multimedia when useful to aiding			when useful to aiding comprehension.			
		comprehension.			b. Develop the topic with facts, definitions, concrete details,			
		b. Develop the topic with facts, definitions, concrete			quotations, or other information and examples related to the			
		details, quotations, or other information and examples			topic.			
		related to the topic.			c. Link ideas within and across categories of information			
		c. Link ideas within and across categories of information			using words, phrases, and clauses (e.g., in contrast,			
		using words, phrases, and clauses (e.g., in contrast,			especially).			
		especially).			d. Use precise language and domain-specific vocabulary to			
		d. Use precise language and domain-specific vocabulary			inform about or explain the topic.			
		to inform about or explain the topic.			e. Provide a concluding statement or section related to the			
		e. Provide a concluding statement or section related to			information or explanation presented.			
		the information or explanation presented.			innormation of explanation presented.			
42		the information of explanation presented.						
	5.W.3	Write narratives to develop real or imagined		5.W.3	Write narratives to develop real or imagined experiences or			
	-	experiences or events using effective technique,		-	events using effective technique, descriptive details, and			
		descriptive details, and clear event sequences.			clear event sequences.			
		a. Orient the reader by establishing a situation and			a. Orient the reader by establishing a situation and			
		introducing a narrator and/or characters; organize an			introducing a narrator and/or characters; organize an event			
		event sequence that unfolds naturally.			sequence that unfolds naturally.			
		b. Use dialogue and description to develop experiences			b. Use dialogue and description to develop experiences and			
		and events or show the responses of characters to			events or show the responses of characters to situations.			
		situations.			c. Use a variety of transitional words and phrases to manage			
		c. Use a variety of transitional words and phrases to			the sequence of events.			
		manage the sequence of events.			d. Use concrete words and phrases and sensory details to			
		d. Use concrete words and phrases and sensory details			convey experiences and events precisely.			
		to convey experiences and events precisely.			e. Provide a conclusion that follows from the narrated			
		e. Provide a conclusion that follows from the narrated			experiences or events.			
		experiences or events.			experiences of events.			
		experiences of events.						
							Suggestion made at vertical meeting	
43							to change b.	
44		and Distribution of Writing	I		d Distribution of Writing			
	5.W.4	Produce clear and coherent writing in which the		5.W.4	Produce clear and coherent writing in which the			
		development and organization are appropriate to task,			development and organization are appropriate to task,			
		purpose, and audience. (Grade-specific expectations for			purpose, and audience. (Grade-specific expectations for			
		writing types are defined in standards 1–3 above.			writing types are defined in standards 1–3 above.			
45						Add close parenthese.		
	AZ.5.W.4	a. Produce clear and coherent functional writing (e.g.,		AZ.5.W.4	Eliminate AZ.5.W.4			
		formal letters, recipes, experiments, notes/messages,						
		labels, timelines, graphs/tables, procedures, invitations,						
		envelopes) in which the development and organization						
		are appropriate to task and purpose.						
46						Refinement agreed to by group		

	Δ.	I B	_			F		
	5.W.5	With guidance and support from peers and adults,	С	5.W.5	With guidance and support from peers and adults, develop	F	G	Н
	5.VV.5			3.VV.3				
		develop and strengthen writing as needed by planning,			and strengthen writing as needed by planning, revising,			
		revising, editing, rewriting, or trying a new approach.			editing, rewriting, or trying a new approach. (Editing for			
		(Editing for conventions should demonstrate command			conventions should demonstrate command of Language			
		of Language standards 1–3 up to and including grade 5.)			standards 1–3 up to and including grade 5.)			
47								
	5.W.6	With some guidance and support from adults, use		5.W.6	With some guidance and support from adults, use			
		technology, including the Internet, to produce and			technology, including the Internet, to produce and publish			
		publish writing as well as to interact and collaborate			writing as well as to interact and collaborate with others;			
		with others; demonstrate sufficient command of			demonstrate sufficient command of keyboarding skills in			
		keyboarding skills to type a minimum of two pages in a			order to complete a writing task.			
		single sitting.				Refinement agreed to by group; internet		
48						is no longer capitalized		
49	Research to	Build and Present Knowledge		Research to B	uild and Present Knowledge			
	5.W.7	Conduct short research projects that use several		5.W.7	Conduct short research projects that use several sources to			
		sources to build knowledge through investigation of			build knowledge through investigation of different aspects of			
		different aspects of a topic.			a topic and to answer a specific question.			
50	F 144 0	Parallanda and information for many income and the		F.W.0	Described and information from a section of the sec	Refinement agreed to by group		
	5.W.8	Recall relevant information from experiences or gather		5.W.8	Recall relevant information from experiences or gather			
		relevant information from print and digital sources;			relevant information from print and digital sources;			
		summarize or paraphrase information in notes and			summarize or paraphrase information in notes and finished			
		finished work, and provide a list of sources.			work, and provide a list of sources.			
-1								
51	F 144 O	Describeration Bloom and formal and the first		F.W.0	December 1 to 1 t			
	5.W.9	Draw evidence from literary or informational texts to		5.W.9	Draw evidence from literary or informational texts to support			
		support analysis, reflection, and research.			analysis, reflection, and research.			
		a. Apply grade 5 Reading standards to literature (e.g.,			a. Apply grade 5 Reading standards to literature.			
		"Compare and contrast two or more characters,			b. Apply grade 5 Reading standards to informational texts.			
		settings, or events in a story or a drama, drawing on			2			
		specific details in the text [e.g., how characters						
		interact]").						
		b. Apply grade 5 Reading standards to informational						
		texts (e.g., "Explain how an author uses reasons and						
		evidence to support particular points in a text,						
		identifying which reasons and evidence support which					JULY 21Deleted extra space after	
52		point[s]").				 capitalize Reading Standards	"literature" in bullet a.	
	5.W.10	Write routinely over extended time frames (time for		5.W.10	Write routinely over extended time frames (time for	, , , , , , , , , , , , , , , , , , , ,		
	-	research, reflection, and revision) and shorter time		-	research, reflection, and revision) and shorter time frames (a			
		frames (a single sitting or a day or two) for a range of			single sitting or a day or two) for a range of discipline-specific	1		
		discipline-specific tasks, purposes, and audiences.			tasks, purposes, and audiences.			
		, , , , , , , , , , , , , , , , , , , ,			,, , , , , , , , , , , , , , , , , , , ,			
53								

	А	В	С	D	E	F	G	Н
54	Speaking an	d Listening Standards		Speaking and	Listening Standards			
		sion and Collaboration			on and Collaboration			
	•	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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		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. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			Language Standards 1-3 are are refrenced
56								in W.5
	5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			
57								
58	5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			
59		n of Knowledge and Ideas			of Knowledge and Ideas			
60	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.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.			
61	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.		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.			

	А	В	С	D	E	F	G	Н
	5.SL.6	Adapt speech to a variety of contexts and tasks, using		5.SL.6	Adapt speech to a variety of contexts and tasks, using formal			
		formal English when appropriate to task and situation.			English when appropriate to task and situation. (See grade 5			
		(See grade 5 Language standards 1 and 3 for specific			Language standards 1 and 3 for specific expectations.)			
		expectations.)						
62						capitalize Language Standards		

	А	В	С	D	E	F	G	Н
63	Language St			Language Star	ndards	·	5	
	Conventions	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).			Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).			
65	AZ.5.L.1	Construct one or more paragraphs that contain: • a topic sentence, • supporting details, • relevant information, and • concluding sentences.		AZ.5.L.1	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Refrence Writing Standards 1,2,3)			
		• concluding sentences.						
66						Move to 5.L.1 (f.)		
	5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.		5.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.			
67						define astricks in key		
68	Knowledge o	of Language		Knowledge of	Language			
69	5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.		5.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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.	Define "register" in glossary		

А	В	С	D	E	F	G	Н
70 Vocabular	y Acquisition and Use		Vocabulary Ac	cquisition and Use			
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 or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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 key words and phrases.		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 or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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 key words and phrases.			
5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		5.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.			
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 (e.g., however, although, nevertheless, similarly, moreover, in addition).		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 (e.g., however, although, nevertheless, similarly, moreover, in addition).			

Standard should read: Determine a theme of a story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 9 10		т
Standard should read: Determine a theme of a story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 9 10		
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Standard should read: Determine a theme of a story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 9 10	2	
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Standard should read: Determine a theme of a story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10		
Standard should read: Determine a theme of a story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10	_	
story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10	3	
story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10		
story, drama, or poem from details of the text. A) Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10		Standard should read: Determine a theme of a
Include how characters in story or drama respond to challenges. B) Include how the speaker in a poem reflects upon a topic. C) Summarize the text. 7 8 10		
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9	6	poem reflects upon a topic. C) Summarize the text.
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17	Standard should read: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures
17	appropriate to grade 5.

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36 37	Standard should read: Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read
	Standard should read: Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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43 44	Standard should read: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases 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.
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Standard should read: Demonstrate the conventions of Standard English usage when writing or speaking. a. Explain the function of conjunction prepositions, and interjections in ge function in particular sentences. b. Form and use the perfect (e.g., I have walked; I will have walked) ver c. Use verb tense to convey various sequences, states, and conditions. d. Recognize and correct inappropriatense.* e. Use correlative conjunctions (e.g. neither/nor). f. Write and organize one or more prontain: a topic sentence, supporting conclusion that is appropriate to the (Refrence Writing Standards 1,2,3).	
Standard should read: Demonstrate the conventions of Standard English usage when writing or speaking. a. Explain the function of conjunction prepositions, and interjections in gerefunction in particular sentences. b. Form and use the perfect (e.g., I have walked; I will have walked) verec. Use verb tense to convey various sequences, states, and conditions. d. Recognize and correct inappropriatense.* e. Use correlative conjunctions (e.g., neither/nor). f. Write and organize one or more prontain: a topic sentence, supporting conclusion that is appropriate to the (Refrence Writing Standards 1,2,3).	
the conventions of Standard English usage when writing or speaking. a. Explain the function of conjunction prepositions, and interjections in gerfunction in particular sentences. b. Form and use the perfect (e.g., I have walked; I will have walked) ver c. Use verb tense to convey various sequences, states, and conditions. d. Recognize and correct inappropriatense.* e. Use correlative conjunctions (e.g. neither/nor). f. Write and organize one or more prontain: a topic sentence, supporting conclusion that is appropriate to the (Refrence Writing Standards 1,2,3).	
conclusion that is appropriate to the (Refrence Writing Standards 1,2,3)	ons, eneral and their had walked; I rb tenses. times, tate shifts in ver ,, either/or,
66 (Refrence Writing Standards 1,2,3)	-
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	Α	В	C D	E	F	G	Н	I
1		Standards		AFT ELA Standards (Changes reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
-		Standard	Code	Standard	Total Standards Companison		- Total Honzontal Anglinient	That bediston
-	Reading		Reading					
	Standards		Standard					
	for							
	Literature		Literatur	e				
3								
		and details		s and details				
5	6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
6	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.				
7	6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.				
8	Craft and S	I Structure	Craft and	I Structure	+			
	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.	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.				
3	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.				
10	6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	2			
11								
12	Integration	n of Knowledge and Ideas	Integrati	on of Knowledge and Ideas				

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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 listen or watch.	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 listen or watch.	'	- C	11	
13							
14 6.RL.8	(Not applicable to literature)	6.RL.8	(Not applicable to literature)				
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.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.				
15							
16 Range of	Reading and Level of Text Complexity	Range of	Reading and Level of Text Complexity				
6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade 6.				
17				Refinement approved by group.			

ПА	В	С) F	T F	G	Н	ī
18 Reading S	tandards for Informational Text		ng Standards for Informational Text	·			-
19 Key Ideas			deas and details				
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RI.:					
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.				
6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.:	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).				Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). Change: "elaborated" to "developed" 7/21/16
23 Craft and	Structure	Craft	and Structure				
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.				
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6.RI. <u>\$</u>	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.				
6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.				
26			ation of Warmington and Ideas	-			
6.RI.7	n of Knowledge and Ideas	6.RI.7	ration of Knowledge and Ideas				
0.KI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	0.Kl.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.				
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6.RI	.8	Trace and evaluate the argument and specific	6	.RI.8	Trace and evaluate the argument and specific claims in	·	Ŭ.		-
		claims in a text, distinguishing claims that are	ľ		a text, distinguishing claims that are supported by				
		supported by reasons and evidence from claims			reasons and evidence from claims that are not.				
		that are not.			reasons and evidence from claims that are not.				
		and the noti							
29									
6.RI	9	Compare and contrast one author's presentation of	6	.RI.9			+		
	.5	events with that of another (e.g., a memoir written	ľ		Compare and contrast one author's presentation of		Notes from vertical alignment review: "		
		by and a biography on the same person).			events with that of another author.		Look at wording; it seems incomplete."		
		by and a biography on the same person).			events with that of another author.		Grade level notes: the parenthetical was		
							removed, otherwise the wording has not		
							been significantly altered.		
30						Refinement approved by group.	been significantly aftered.		
	as of D	Leading and Level of Text Complexity	Б	ange of D	I Reading and Level of Text Complexity	Refiller approved by group.	+		
6.RI	.10	By the end of the year, read and comprehend	6	.RI.10	By the end of the year, proficiently and independently				
		literary nonfiction in the grades 6–8 text complexity			read and comprehend informational texts and				
		band proficiently, with scaffolding as needed at the			nonfiction in a text complexity range determined by				
		high end of the range.			qualitative and quantitative measures appropriate to				
					grade 6.				
32						Refinement approved by group.			
-	5.RI.10	By the end of the year, read and comprehend	Δ	Z.6.RI.10	Eliminate AZ.6.RI.10				
		informational and functional text, including							
		history/social studies, science, and technical texts,							
		in the grades 6–8 text complexity band proficiently,							
		with scaffolding as needed at the high end of the							
		range.							
33						Refinement approved by group.			

	۸	В	D	E	F	G	Н	T 1
3/1	College an	d Career Readiness Anchor Standards for Writing		d Career Readiness Anchor Standards for Writing	F	G	П	1
		s and Purposes		s and Purposes				
	6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	6.W.1	Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.				
36	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. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	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. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.				
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Α	В	C D	E	F	G	Н	I
6.W.3	Write narratives to develop real or imagined	6.W.3	Write narratives to develop real or imagined				
	experiences or events using effective technique,		experiences or events using effective technique,				
	relevant descriptive details, and well-structured		relevant descriptive details, and well-structured event				
	event sequences.		sequences.				
	a. Engage and orient the reader by establishing a		a. Engage and orient the reader by establishing a				
	context and introducing a narrator and/or		context and introducing a narrator and/or characters;				
	characters; organize an event sequence that		organize an event sequence that unfolds naturally and				
	unfolds naturally and logically.		logically.				
	b. Use narrative techniques, such as dialogue,		b. Use narrative techniques, such as dialogue, pacing,				
	pacing, and description, to develop experiences,		and description, to develop experiences, events, and/or				
	events, and/or characters.		characters.				
	c. Use a variety of transition words, phrases, and		c. Use a variety of transition words, phrases, and				
	clauses to convey sequence and signal shifts from		clauses to convey sequence and signal shifts from one				
	one time frame or setting to another.		time frame or setting to another.				
	d. Use precise words and phrases, relevant		d. Use precise words and phrases, relevant descriptive				
	descriptive details, and sensory language to convey		details, and sensory language to convey experiences				
	experiences and events.		and events.				
	e. Provide a conclusion that follows from the		e. Provide a conclusion that follows from the narrated				
	narrated experiences or events.		experiences or events.				
3							
	and Distribution of Writing		n and Distribution of Writing				
6.W.4	Produce clear and coherent writing in which the	6.W.4	Produce clear and coherent writing in which the				
	development, organization, and style are		development, organization, and style are appropriate to				
	appropriate to task, purpose, and audience.		task, purpose, and audience. (Grade-specific				
	(Grade-specific expectations for writing types are		expectations for writing types are defined in standards				
0	defined in standards 1–3 above.		1–3 above.)				
AZ.6.W.4	a. Produce clear and coherent functional writing	AZ.6.W.4	Eliminate AZ.6.W.4				
	(e.g., formal letters, recipes, experiments,						
	notes/messages, labels, timelines, graphs/tables,						
	procedures, invitations, envelopes, maps, captions)						
	in which the development and organization are						
	appropriate to the task, purpose, and audience.						
<u>l</u>				Refinement approved by group.			
6.W.5	With some guidance and support from peers and	6.W.5	With some guidance and support from peers and				
	adults, develop and strengthen writing as needed		adults, develop and strengthen writing as needed by				
	by planning, revising, editing, rewriting, or trying a		planning, revising, editing, rewriting, or trying a new				
	new approach. (Editing for conventions should		approach. (Editing for conventions should demonstrate				
	demonstrate command of Language standards 1–3		command of Language standards 1–3 up to, and				
	up to and including grade 6.)		including, grade 6.)				
2		6 14 6					Grand and a late of the state o
6.W.6	Use technology, including the Internet, to produce	6.W.6	Use technology, including the internet, to produce and				Standard should read: "Use technology,
	and publish writing as well as to interact and		publish writing as well as to interact and collaborate				including the internet, to type and
	collaborate with others; demonstrate sufficient		with others; demonstrate sufficient command of		Notes from vertical alignment:		publish writing as well as to interact and
	command of keyboarding skills to type a minimum		keyboarding skills to type a minimum of three pages in		Consistency of language: "to type "		collaborate with others; demonstrate
	of three pages in a single sitting.		a single sitting.		Grade level notes: Change the word		sufficient command of keyboarding
					"produce" to "type".		skills to complete a writing task in a
							single sitting."
·							
	Build and Present Knowledge	D	to Build and Present Knowledge	İ	T. Control of the Con	I .	1

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6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		Notes from vertical alignment review: "Consistency of language " And refocusing the inquiry when appropriate." Grade level notes: This was correctly written in the revision.		
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.				
6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	6.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").				Standard should read: Draw 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 stnadrads to literary nonficiton.
48 Range of W	/riting	Range of	Writing				
6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

A	В	С	D E	F F	G	Н	I
50 Speaking	and Listening Standards	Sr	peaking and Listening Standards	·	†		-
	ension and Collaboration		Comprehension and Collaboration				
6.SL.1	Engage effectively in a range of collaborative	_	i.SL.1 Engage effectively in a range of collaborative				
	discussions (one-on-one, in groups, and		discussions (one-on-one, in groups, and teacher-led)				
	teacher-led)		with diverse partners on grade 6 topics, texts, and				
	with diverse partners on grade 6 topics, texts, and		issues, building on others' ideas and expressing their				
	issues, building on others' ideas and expressing		own clearly.				
	their		a. Come to discussions prepared having read or				
	own clearly.		studied required material; explicitly draw on that				
	a. Come to discussions prepared having read or		preparation by referring to evidence on the topic,				
	studied required material; explicitly draw on that		text, or issue to probe and reflect on ideas under				
	preparation by referring to evidence on the topic,		discussion.				
	text, or issue to probe and reflect on ideas under		b. Follow rules for collegial discussions, set specific				
	discussion.		goals and deadlines, and define individual roles				
	b. Follow rules for collegial discussions, set specific		as needed.				
	goals and deadlines, and define individual roles		c. Pose and respond to specific questions with				
	as needed.		elaboration and detail by making comments that				
	c. Pose and respond to specific questions with		contribute to the topic, text, or issue under				
	elaboration and detail by making comments that		discussion.				
	contribute to the topic, text, or issue under		d. Review the key ideas expressed and demonstrate				
	discussion.		understanding of multiple perspectives through				
	d. Review the key ideas expressed and demonstrate		reflection and paraphrasing.				
	understanding of multiple perspectives through						
	reflection and paraphrasing.						
52							
6.SL.2	Interpret information presented in diverse media	6	i.SL.2 Interpret information presented in diverse media and	1			
	and formats (e.g., visually, quantitatively, and	"	formats (e.g., visually, quantitatively, and orally) and				
	orally) and explain how it contributes to a topic,		explain how it contributes to a topic, text, or issue				
	text, or issue under study.		under study.				
	text, or issue under study.		under study.				
53							
6.SL.3	Delineate a speaker's argument and specific claims,	6.	5.SL.3 Delineate a speaker's argument and specific claims,				
	distinguishing claims that are supported by reasons		distinguishing claims that are supported by reasons a	nd			
	and evidence from claims that are not.		evidence from claims that are not.				
54							
55 Presentat	ion of Knowledge and Ideas	Pr	Presentation of Knowledge and Ideas				
6.SL.4	Present claims and findings, sequencing ideas	_	S.S.L.4 Present claims and findings, sequencing ideas				
	logically and using pertinent descriptions, facts, and		logically and using pertinent descriptions, facts, and				
	details to accentuate main ideas or themes; use		details to accentuate main ideas or themes; use				
	appropriate eye contact, adequate volume, and		appropriate eye contact, adequate volume, and clear				
	clear pronunciation.		pronunciation.				
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А	В	C D	E	F	G	Н	I
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.				
57 6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)				

	Α	В	сТ	D E	F F	G	Н	I
59	Language S	Standards	La	nguage Standards				
		ns of Standard English		onventions of Standard English				
	Convention 6.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	6.1					
61	6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and	6.1	L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when				
62		spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.		writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.	Refinement approved by group.			
	Knowledge	e of Language	Kr	nowledge of Language	The state of the s			
		Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.*	N	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.				
	6.L.3		6.		Refinement approved by group.			
65	Vocabular	y Acquisition and Use	Vo	ocabulary Acquisition and Use				

6.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, auditble). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or words or the production of a word or prase (e.g., by checking the inferred meaning in context or in a dictionary).	
multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word or grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a	
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66	
6.L.5 Demonstrate understanding of figurative language, 6.L.5 Demonstrate understanding of figurative language,	
word relationships, and nuances in word meanings. word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., personification) a. Interpret figures of speech (e.g., personification)	
in context. in context.	
b. Use the relationship between particular words b. Use the relationship between particular words	
(e.g., cause/effect, part/whole, item/category) to (e.g., cause/effect, part/whole, item/category) to	
better understand each of the words. better understand each of the words. better understand each of the words.	
c. Distinguish among the connotations c. Distinguish among the connotations	
(associations) of words with similar denotations (associations) of words with similar denotations	
(definitions) (e.g., stingy, scrimping, economical, (definitions) (e.g., stingy, scrimping, economical,	
unwasteful, thrifty). unwasteful, thrifty).	
67 6.1.6 Acquire and use accurately grade appropriate 6.1.6 Acquire and use accurately grade appropriate general	
6.L.6 Acquire and use accurately grade-appropriate 6.L.6 Acquire and use accurately grade-appropriate general	
general academic and domain-specific words and phrases;	
academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word	
gather vocabulary knowledge when considering a or phrase important to comprehension or expression.	
word or phrase important to comprehension or	
68 expression.	

	А	В	C D	E	F	G	Н	I
1	2010 ELA S	Standards	2016 DR	AFT ELA Standards (Changes reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
	Code	Standard	Code	Standard	The second contract of the particular of the par			
	Reading Standards for Literature		Reading Standards for Literature	,				
	Key Ideas		Key Ideas					
4	and details		and detai	ls				
5	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
6	7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.				
7	7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).				
	Craft and		Craft and					
	Structure		Structure					
9	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.	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 specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama	Refinement approved by group			
	7.RL.5	Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7.RL.5	Analyze the structure of a text, including how a drama or poem's form (e.g., soliloquy, sonnet) contributes to its meaning.	Refinement approved by group		Suggested removing the e.g group agrees	Standard should read: Analyze how a drama or poem's form or structure contributes to its meaning.
10								
	7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.				

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-	Integration		<u> </u>	Integration	Ę	F	g	П	1
	of			of					
	Knowledge			Knowledge					
	and Ideas			and Ideas					
12	and ideas			and ideas					
12	7.RL.7	Compare and contrast a written story, drama, or		7.RL.7	Compare and contrast a written story, drama, or	1			
		poem to its audio, filmed, staged, or multimedia			poem to its audio, filmed, staged, or multimedia				
		version, analyzing the effects of techniques unique to			version, analyzing the effects of techniques unique				
		each medium (e.g., lighting, sound, color, or camera			to each medium (e.g., lighting, sound, color, or				
		focus and angles in a film).			camera focus and angles in a film).				
12		,			,				
1/1	7.RL.8	(Not applicable to literature)		7.RL.8	(Not applicable to literature)	 			
	7.RL.9	Compare and contrast a fictional portrayal of a time,	_		Compare and contrast a fictional portrayal of a time,				
	7.112.3	place, or character and a historical account of the			place, or character and a historical account of the				
		same period as a means of understanding how			same period as a means of understanding how				
		authors of fiction use or alter history.			authors of fiction use or alter history.				
		dutions of fiction use of direct finstory.			additions of fiction use of differ filstory.				
15									
	Range of			Range of					
	Reading			Reading and					
	and Level		l lı	Level of					
	of Text			Text					
	Complexity			Complexity					
16									
	7.RL.10	By the end of the year, read and comprehend	[7		By the end of the year, proficiently and	Revise for spelling "read and			
		literature, including stories, dramas, and poems, in			independently read and comprehend literature,	comprehened" should be "read and			
		the grades 6–8 text complexity band proficiently, with			including stories, dramas, and poetry in a text	comprehend" - otherwise, refinement			
		scaffolding as needed at the high end of the range.			complexity range determined by qualitative and	approved by group			
					quantitative measures appropriate to grade 7.				
17									

	Α	В	c	D	E	Ī F	G	Н	I
18	Reading Standards for Informatio nal Text		1	Reading Standards for Information al Text					
	Key Ideas and details			Key Ideas and details					
	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			vertical group said: "several pieces" is in the standard - it is the only grade level tha contains this - grade level group decided to leave it as written	
21	7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.			vertical group said: "should there be more than 1 central idea in informational text?" grade level group decided to leave it as is BUT to add central idea to the glossary with a possible reference to 7th Grade RI.2 and 11-12th Grade RI.2	-
22	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).			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).				
	Craft and			Craft and					
	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.	_		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.	Refinement approved by group			
25	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.			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.				

	Α	B	c	D	F	F	G	Н	ī
26		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	'.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.	·			
	Integration		Ir	ntegration					
	of		o						
	Knowledge			nowledge					
27	and Ideas		a	ind Ideas					
		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).	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).				
28									
-		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.	7	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.				
29									
30	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.	7	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.				
	Range of			Range of					
	Reading and Level			Reading and evel of					
	of Text			ext					
	Complexity		c	Complexity					
32		By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	7		By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	Refinement approved by group			

	Α	В	С	D	E	F	G	Н	I
	AZ.7.RI.10	a. By the end of the year, read and comprehend		AZ.7.RI.10	Eliminate due to redundancy	Refinement approved by group			
		informational and functional text, including							
		history/social studies, science, and technical texts, in							
		the grades 6–8 text complexity band proficiently, with							
		scaffolding as needed at the high end of the range.							
33									

1	Н	G	F	E	C D	В	Α	
					College and		College	
					Career		and Career	
					Readiness		Readiness	
					Anchor		Anchor	
					Standards		Standards	
					for Writing		for Writing	
								34
					Text Types		Text Types	
					and		and	
			1		Purposes		Purposes	
				Write arguments to support claims with clear	7.W.1	Write arguments to support claims with clear reasons		
				reasons and relevant evidence.		and relevant evidence.		
				a. Introduce claim(s), acknowledge alternate or		a. Introduce claim(s), acknowledge alternate or		
				opposing claims, and organize the reasons and		opposing claims, and organize the reasons and		
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				=		=		
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				The state of the s				
						1		
						-		
				presented.		presented.		
I .			1		1			36
				evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		

A	В	С	D	E	F	G	Н	I
7.W.2	Write informative/explanatory texts to examine a	7.V	W.2	Write informative/explanatory texts to examine a				
	topic and convey ideas, concepts, and information			topic and convey ideas, concepts, and information				
	through the selection, organization, and analysis of			through the selection, organization, and analysis of				
	relevant content.			relevant content.				
	a. Introduce a topic clearly, previewing what is to			a. Introduce a topic clearly, previewing what is to				
	follow; organize ideas, concepts, and			follow; organize ideas, concepts, and				
	information, using strategies such as definition,			information, using strategies such as definition,				
	classification, comparison/contrast, and			classification, comparison/contrast, and				
	cause/effect; include formatting (e.g., headings),			cause/effect; include formatting (e.g., headings),				
	graphics (e.g., charts, tables), and multimedia			graphics (e.g., charts, tables), and multimedia				
	when useful to aiding comprehension.			when useful to aiding comprehension.				
	b. Develop the topic with relevant facts, definitions,			b. Develop the topic with relevant facts, definitions,				
	concrete details, quotations, or other			concrete details, quotations, or other				
	information and examples.			information and examples.				
	c. Use appropriate transitions to create cohesion			c. Use appropriate transitions to create cohesion				
	and clarify the relationships among ideas and			and clarify the relationships among ideas and				
	concepts.			concepts.				
	d. Use precise language and domain-specific			d. Use precise language and domain-specific				
	vocabulary to inform about or explain the topic.			vocabulary to inform about or explain the topic.				
	e. Establish and maintain a formal style.			e. Establish and maintain a formal style.				
	f. Provide a concluding statement or section that			f. Provide a concluding statement or section that				
	follows from and supports the information or			follows from and supports the information or				
	explanation presented.			explanation presented.				
37								
7.W.3	Write narratives to develop real or imagined	7.V	W.3	Write narratives to develop real or imagined				
	experiences or events using effective technique,			experiences or events using effective technique,				
	relevant descriptive details, and well-structured event			relevant descriptive details, and well-structured				
	sequences.			event sequences.				
	a. Engage and orient the reader by establishing a			a. Engage and orient the reader by establishing a				
	context and point of view and introducing a narrator			context and point of view and introducing a narrator				
	and/or characters; organize an event sequence that			and/or characters; organize an event sequence that				
	unfolds naturally and logically.			unfolds naturally and logically.				
	b. Use narrative techniques, such as dialogue, pacing,			b. Use narrative techniques, such as dialogue,				
	and description, to develop experiences, events, and/or characters.			pacing, and description, to develop experiences, events, and/or characters.				
	c. Use a variety of transition words, phrases, and			c. Use a variety of transition words, phrases, and				
	clauses to convey sequence and signal shifts from one			clauses to convey sequence and signal shifts from				
	time frame or setting to another.			one time frame or setting to another.				
	d. Use precise words and phrases, relevant descriptive			d. Use precise words and phrases, relevant				
	details, and sensory language to capture the action			descriptive details, and sensory language to capture				
	and convey experiences and events.			the action and convey experiences and events.				
	e. Provide a conclusion that follows from and reflects			e. Provide a conclusion that follows from and				
	on the narrated experiences or events.			reflects on the narrated experiences or events				
38								

	Α	В	С	D	E	F	G	Н	I
39	Production and Distributio n of Writing		1	Production and Distribution of Writing		-			
40		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.			Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.				
41		a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	,	AZ.7.W.4	Eliminate AZ.7.W.4	Refinement approved by group			
		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	•		With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)				
43		Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	•		Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.				
	Research to Build and Present Knowledge			Research to Build and Present Knowledge					
45		Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.				

	Α	В	C D	E	F	G	Н	I
46		Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.				
-		Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	7.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").			Vertical group recommended removing the parenthetical e.g. in the standard - the grade level group agreed	The standard should read: Draw 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 standards to literary nonfiction.
	Range of Writing		Range of Writing					
	7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
	Speaking and		Speaking and					
	Listening		Listening					
	Standards		Standards					
	Comprehe nsion and		Compreher sion and					
	Collaborati		Collaborati					
	on		n					
51								

	А	В	C D	E	F	G	Н	I
	A 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. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.	C D 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. a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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.	F	G	H	I
52	7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.				
54	7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				
55	Presentati on of Knowledge and Ideas		Presentatio n of Knowledge and Ideas					

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7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Refinement approved by group	g	П	1
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.				
7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)				

	Α	В	С	D	E	F	G	Н	I
	Language		Lang	guage		·			
	Standards		_	ndards					
	Convention			nventions					
	s of Standard		Eng	Standard					
	English		Liig	511311					
	7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7.L.:		Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.				
61									
		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie. He wore an old, green shirt). b. Spell correctly.	7.L.:		Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie. He wore an old, green shirt). b. Use correct spelling.	Refinement approved by group			6-20-16Refinement approved by
62	Vnoudodas		V _m =	owledge					group.
	Knowledge of Language			Language					
	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7.L.		Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.				
	Vocabulary Acquisition and Use		Acq	cabulary quisition d Use					

A	В	C D	E	F	G	Н	I I
7.L.4	Determine or clarify the meaning of unknown and	7.L.4	Determine or clarify the meaning of unknown and				
	multiple-meaning words and phrases based on grade		multiple-meaning words and phrases based on grade				
	7 reading and content, choosing flexibly from a range		7 reading and content, choosing flexibly from a				
	of strategies.		range of strategies.				
	a. Use context (e.g., the overall meaning of a		a. Use context (e.g., the overall meaning of a				
	sentence or paragraph; a word's position or		sentence or paragraph; a word's position or				
	function in a sentence) as a clue to the meaning		function in a sentence) as a clue to the meaning				
	of a word or phrase.		of a word or phrase.				
	b. Use common, grade-appropriate Greek or Latin		b. Use common, grade-appropriate Greek or Latin				
	affixes and roots as clues to the meaning of a		affixes and roots as clues to the meaning of a				
	word (e.g., belligerent, bellicose, rebel).		word (e.g., belligerent, bellicose, rebel).				
	c. Consult general and specialized reference		c. Consult general and specialized reference				
	materials (e.g., dictionaries, glossaries,		materials (e.g., dictionaries, glossaries,				
	thesauruses), both print and digital, to find the		thesauruses), both print and digital, to find the				
	pronunciation of a word or determine or clarify		pronunciation of a word or determine or clarify				
	its precise meaning or its part of speech.		its precise meaning or its part of speech.				
	d. Verify the preliminary determination of the		d. Verify the preliminary determination of the				
	meaning of a word or phrase (e.g., by checking		meaning of a word or phrase (e.g., by checking				
	the inferred meaning in context or in a		the inferred meaning in context or in a				
	dictionary).		dictionary).				
66							
7.L.5	Demonstrate understanding of figurative language,	7.L.5	Demonstrate understanding of figurative language,	Refinement approved by group			
	word relationships, and nuances in word meanings.		word relationships, and nuances in word meanings.				
	a. Interpret figures of speech (e.g., literary, biblical,		a. Interpret figures of speech (e.g., literary, religious,				
	and mythological allusions) in context.		and mythological allusions) in context.				
	b. Use the relationship between particular words		b. Use the relationship between particular words				
	(e.g., synonym/antonym, analogy) to better		(e.g., synonym/antonym, analogy) to better				
	understand each of the words.		understand each of the words.				
	c. Distinguish among the connotations		c. Distinguish among the connotations				
	(associations) of words with similar denotations		(associations) of words with similar denotations				
	(definitions) (e.g., refined, respectful, polite,		(definitions) (e.g., refined, respectful, polite,				
	diplomatic, condescending).		diplomatic, condescending).				
67	Assuirs and use sequentally and the sequental	71.6	Applies and use population and a second of				
7.L.6	Acquire and use accurately grade-appropriate general	7.L.6	Acquire and use accurately grade-appropriate				
	academic and domain-specific words and phrases;		general				
	gather vocabulary knowledge when considering a		academic and domain-specific words and phrases;				
	word or phrase important to comprehension or		gather vocabulary knowledge when considering a				
	expression.		word or phrase important to comprehension or				
			expression.				
60							
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	A	В	C D	E	F	G	Н	I
1 2	010 ELA S1	andards	2016 DRAF	T ELA Standards (Changes are reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
2 C	ode	Standard	Code	Standard				
S fo	eading tandards or terature		Reading Standards 1 Literature	or				
4 K	ey Ideas an	d details	Key Ideas a	nd details				
5	RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
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; provide an objective summary of the text.	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; provide an objective summary of the text.				
7	RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.				
	raft and Sti	ructure	Craft and S	tructure				
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	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		Agreed with Vertical Team. 6-20-16 The suggested removal detracts from the clarity of the standard. The proposed, deleted language is reinstated by grade level team. The language does not limit or define curriculum.	6-7-16 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. (Remove) including analogies or allusions to other texts. Group decided to remove wording to provide clarity in alignment.	6-7-16 The standard should read: 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. 6-20-16 The standard should continue to read: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
9		of specific word choices on meaning and tone, including analogies or allusions to other texts.		specific word choices on meaning and tone, including analogies or allusions to other texts.				
10	.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.	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.				

	А	В	D D	E	F	G	Н	I
	.RL.6		8.RL.6			Agreed with Vertical Team-phrase is too		6-7-16 This standard should read:
						limiting.		Analyze how differences in the points of
								view of the characters and the audience
						6-20-16 The suggested removal detracts		or reader create such effects as suspense
						from the clarity of the standard. The		or humor.
						proposed, deleted language is reinstated		
						by grade level team. The language does	6-7-16 Analyze how differences in the	6-20-16 The standard should continue to
						not limit or define curriculum.	points of view of the characters and the	read
							audience or reader (Remove) (e.g.,	Analyze how differences in the points of
							created through the use of dramatic	view of the characters and the audience
							irony) create such effects as suspense	or reader (e.g., created through the use
		Analyze how differences in the points of view of		Analyze how differences in the points of view of			or humor. (Group decided to remove	of dramatic irony) create such effects as
		the characters and the audience or reader (e.g.,		the characters and the audience or reader (e.g.,			e.g. to create consistency across	suspense or humor.
		created through the use of dramatic irony)		created through the use of dramatic irony) create			standards and the concern with the	
11		create such effects as suspense or humor.		such effects as suspense or humor.			phrase being too limiting.	
12	ntegration o	f Knowledge and Ideas	Integration of	Knowledge and Ideas				
	3.RL.7		8.RL.7					
		Analyze the extent to which a filmed or live		Analyze the extent to which a filmed or live				
		production of a story or drama stays faithful to		production of a story or drama stays faithful to or				
		or departs from the text or script, evaluating		departs from the text or script, evaluating the				
13		the choices made by the director or actors.		choices made by the director or actors.				
	3.RL.8	(Not applicable to literature)		(Not applicable to literature)				
	3.RL.9		8.RL.9	*	Refinement approved by group.			Refinement approved by group.
		Analyze how a modern work of fiction draws on		themes, patterns of events, or character types				
		themes, patterns of events, or character types		from myths, traditional stories or religious works,				
		from myths, traditional stories, or religious		including describing how the material is rendered				
		works such as the Bible, including describing		new.				
15		how the material is rendered new.						
		ding and Level of Text Complexity		ling and Level of Text Complexity				
	3.RL.10		8.RL.10	By the end of the year, proficiently and	Refinement approved by group.			Refinement approved by group.
		By the end of the year, read and comprehend	1	independently read and comprehend literature,				
		literature, including stories, dramas, and		including stories, dramas and poetry, in a text				6-20-16Grade Level Review agrees.
		poems, at the high end of grades 6–8 text		complexity range determined by qualitative and				
		complexity band independently and	1	quantative measures appropriate to grade 8.				
17		proficiently.						

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19	Pooding Star	ndards for Informational Text	Pooding Stane	lards for Informational Text	l I	9	11	1
	Key Ideas an		Key Ideas and					
20	8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.				
21	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; provide an objective summary of the text.	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; provide an objective summary of the text.				
22	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).				
23	Craft and St	ructure	Craft and Stru	cture				
24	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.	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.		Agreed with Vertical Team. 6-20-16 The suggested removal detracts from the clarity of the standard. The proposed, deleted language is reinstated by grade level team. The language does not limit or define curriculum.	6-7-16 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. (Remove) including analogies or allusions to other texts. Group decided to remove wording to provide clarity in alignment.	6-7-16 The standard should read: 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. 6-20-16 The standard should continue to read: 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.
25	8.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.	8.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.				
26	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.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.				Refinement approved by group. Standard should read: Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

	Α	В	C D	E	F	G	Н	I
27 I	ntegration o	of Knowledge and Ideas	Integration of	Knowledge and Ideas				
28	3.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.	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.				
29	3.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.				
30	3.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.	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.				
31 F	Range of Rea	ading and Level of Text Complexity	Range of Read	ding and Level of Text Complexity				
32	3.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently	8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.	Refinement approved by group.		Refinement addressed; No refinement needed	
33	AZ.8.RI.10	a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band independently and proficiently.	AZ.8.RI.10	Eliminate AZ.8.RI.10	Refinement approved by group.			

А	В	С	D	Е	F	G	Н	I
34 College an	d Career Readiness Anchor Standards for Writing	0	College and C	areer Readiness Anchor Standards for Writing				
35 Text Types	Text Types and Purposes		Text Types and Purposes					
8.W.1	Write arguments to support claims with clear	8	3.W.1	Write arguments to support claims with clear				
	reasons			reasons				
	and relevant evidence.			and relevant evidence.				
	a. Introduce claim(s), acknowledge and			a. Introduce claim(s), acknowledge and				
	distinguish			distinguish				
	the claim(s) from alternate or opposing claims,			the claim(s) from alternate or opposing claims,				
	and organize the reasons and evidence			and organize the reasons and evidence logically.				
	logically.			b. Support claim(s) with logical reasoning and				
	b. Support claim(s) with logical reasoning and			relevant evidence, using accurate, credible				
	relevant evidence, using accurate, credible			sources and demonstrating an understanding of				
	sources and demonstrating an understanding			the topic or text.				
	of			c. Use words, phrases, and clauses to create				
	the topic or text.			cohesion and clarify the relationships among				
	c. Use words, phrases, and clauses to create			claim(s), counterclaims, reasons, and evidence.				
	cohesion and clarify the relationships among			d. Establish and maintain a formal style.				
	claim(s), counterclaims, reasons, and evidence.			e. Provide a concluding statement or section that				
	d. Establish and maintain a formal style.			follows from and supports the argument				
	e. Provide a concluding statement or section			presented.				
	that							
	follows from and supports the argument							
	presented.							
36		1 1						

Α	В	C D	E	F	G	Н	I
8.W.2	Write informative/explanatory texts to examine	8.W.2	Write informative/explanatory texts to examine a				7/21 B should read as follows:
	a		topic and convey ideas, concepts, and				b. Develop the topic with well-chose
	topic and convey ideas, concepts, and		information				relevant, facts, definitions, concrete
	information		through the selection, organization, and analysis				details, quotations, or
	through the selection, organization, and		of				other information and examples.
	analysis of		relevant content.				
	relevant content.		a. Introduce a topic clearly, previewing what is to				
	a. Introduce a topic clearly, previewing what is		follow; organize ideas, concepts, and				
	to		information				
	follow; organize ideas, concepts, and		into broader categories; include formatting (e.g.,				
	information		headings), graphics (e.g., charts, tables), and				
	into broader categories; include formatting		multimedia when useful to aiding				
	1.		comprehension.				
	(e.g.,		· ·				
	headings), graphics (e.g., charts, tables), and		b. Develop the topic with well-chosen, relevant,				
	multimedia when useful to aiding		facts, definitions, concrete details, quotations, or				
	comprehension.		other information and examples.				
	b. Develop the topic with relevant, well-chosen		c. Use appropriate and varied transitions to				
	facts, definitions, concrete details, quotations,		create				
	or		cohesion and clarify the relationships among				
	other information and examples.		ideas and concepts.				
	c. Use appropriate and varied transitions to		d. Use precise language and domain-specific				
	create		vocabulary to inform about or explain the topic.				
	cohesion and clarify the relationships among		e. Establish and maintain a formal style.				
	ideas and concepts.		f. Provide a concluding statement or section that				
	d. Use precise language and domain-specific		follows from and supports the information or				
	vocabulary to inform about or explain the		explanation presented.				
	topic.						
8.W.3	Write narratives to develop real or imagined	8.W.3	Write narratives to develop real or imagined				
	experiences or events using effective	0.11.5	experiences or events using effective technique,				
	technique, relevant descriptive details, and		relevant descriptive details, and well-structured				
	well-structured event sequences.		event sequences.				
	a. Engage and orient the reader by establishing		a. Engage and orient the reader by establishing a				
	a context and point of view and introducing a		context and point of view and introducing a				
	narrator and/or characters; organize an event		narrator and/or characters; organize an event				
			1				
	sequence that unfolds naturally and logically.		sequence that unfolds naturally and logically.				
	b. Use narrative techniques, such as dialogue,		b. Use narrative techniques, such as dialogue,				
	pacing, description, and reflection, to develop		pacing, description, and reflection, to develop				
	experiences, events, and/or characters.		experiences, events, and/or characters.				
	c. Use a variety of transition words, phrases,		c. Use a variety of transition words, phrases, and				
	and clauses to convey sequence, signal shifts		clauses to convey sequence, signal shifts from				
	from one time frame or setting to another, and		one time frame or setting to another, and show				
	show the relationships among experiences and		the relationships among experiences and events.				
	events.		d. Use precise words and phrases, relevant				
	d. Use precise words and phrases, relevant		descriptive details, and sensory language to				
	descriptive details, and sensory language to		capture the action and convey experiences and				
	capture the action and convey experiences and		events.				
	events.		e. Provide a conclusion that follows from and				
	e. Provide a conclusion that follows from and		reflects on the narrated experiences or events.				
	reflects on the narrated experiences or events.						
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	۸	R	C D	Г	Е	G	и	Ţ
39	Production ar	nd Distribution of Writing		d Distribution of Writing	Г	G	П	1
-	3.W.4	ia Distribution of writing	8.W.4					
		Produce clear and coherent writing in which the	0.77.4	Produce clear and coherent writing in which the				
		development, organization, and style are		development, organization, and style are				
		appropriate to task, purpose, and audience.		appropriate to task, purpose, and audience.				
		(Grade-specific expectations for writing types		(Grade-specific expectations for writing types are				
40		are defined in standards 1–3 above.		defined in standards 1–3 above.)				
	AZ.8.W.4		AZ.8.W.4	,	Refinement approved by group.			Refinement approved by group.
		a. Produce clear and coherent functional			,, ,			
		writing (e.g., formal letters, experiments,						
		notes/messages, labels, timelines,						
		graphs/tables, procedures, invitations,						
		envelopes, maps, captions, diagrams) in which						
		the development and organization are						
41		appropriate to the task, purpose, and audience.		Eliminate AZ.8.W.4				
	3.W.5	With some guidance and support from peers	8.W.5	With some guidance and support from peers and				
		and		adults, develop and strengthen writing as needed				
		adults, develop and strengthen writing as		by planning, revising, editing, rewriting, or trying				
		needed by planning, revising, editing, rewriting,		a new approach, focusing on how well purpose				
		or trying a new approach, focusing on how well		and audience have been addressed. (Editing for				
		purpose and audience have been addressed.		conventions should demonstrate command of				
		(Editing for conventions should demonstrate		Language standards 1–3 up to and including				
		command of Language standards 1–3 up to and		grade 8.)				
		including grade 8.)						
42								
		Use technology, including the Internet, to	8.W.6	Use technology, including the Internet, to				
		produce and publish writing and present the		produce and publish writing and present the				
		relationships between information and ideas		relationships between information and ideas				
42		efficiently as well as to interact and collaborate with others.		efficiently as well as to interact and collaborate with others.				
43		Build and Present Knowledge	Posoarch to B	uild and Present Knowledge				
_	3.W.7	uliu aliu Fleselli Kilowieuge	8.W.7					
		Conduct short research projects to answer a	0.00.7	Conduct short research projects to answer a				
		question (including a self-generated question),		question (including a self-generated question),				
		drawing on several sources and generating		drawing on several sources and generating				
		additional related, focused questions that allow		additional related, focused questions that allow				
45		for multiple avenues of exploration.		for multiple avenues of exploration.				
_	3.W.8	Gather relevant information from multiple print	8.W.8	Gather relevant information from multiple print	1			
		and digital sources, using search terms		and digital sources, using search terms				
		effectively; assess the credibility and accuracy		effectively; assess the credibility and accuracy of				
		of each source; and quote or paraphrase the		each source; and quote or paraphrase the data				
		data and conclusions of others while avoiding		and conclusions of others while avoiding				
		plagiarism and following a standard format for		plagiarism and following a standard format for				
		citation.		citation.				
46								

	Α	В	cl p	E	F	G	Н	I
	8.W.9		8.W.9	Draw evidence from literary or informational	Group added a and b for consistency			Group added a and b for consistency with
				texts to support analysis, reflection, and	with the vertical alignment.			the vertical alignment. Standard should
				research.				read: Draw
				a. Apply grade 8 Reading standards to literature.				evidence from literary or informational
				b. Apply grade 8 Reading standards to literary				texts to support analysis, reflection, and
				nonfiction.				research.
								a. Apply grade 8 Reading standards to
								literature.
		Draw evidence from literary or informational						b. Apply grade 8 Reading standards to
		texts to support analysis, reflection, and						literary nonfiction.
		research.						
		a. Apply grade 8 Reading standards to literature						
		(e.g., "Analyze how a modern work of fiction						
		draws on themes, patterns of events, or						
		character types from myths, traditional stories,						
		or religious works such as the Bible, including						
		describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary						
		nonfiction (e.g., "Delineate and evaluate the						
		argument and specific claims in a text,						
		assessing						
		whether the reasoning is sound and the						
		evidence						
		is relevant and sufficient; recognize when						
47		irrelevant evidence is introduced").						
48	Range of Writ	ting	Range o	f Writing				
	8.W.10	Write routinely over extended time frames	8.W.10	Write routinely over extended time frames (time				
		(time for		for				
		research, reflection, and revision) and shorter		research, reflection, and revision) and shorter				
		time		time				
		frames (a single sitting or a day or two) for a		frames (a single sitting or a day or two) for a				
		range of		range of				
4.0		discipline-specific tasks, purposes, and		discipline-specific tasks, purposes, and				
49		audiences.	Constitut	audiences.				
		l Listening Standards ion and Collaboration		g and Listening Standards hension and Collaboration				
ΣŢ	Comprenensi	ion and Conaporation	compre	Hension and Conaporation				

А	В	C D	E	F	G	Н	I
8.SL.1	Engage effectively in a range of collaborative	8.SL.1	Engage effectively in a range of collaborative	·			-
	discussions (one-on-one, in groups, and		discussions (one-on-one, in groups, and				
	teacher-led)		teacher-led)				
	with diverse partners on grade 8 topics, texts,		with diverse partners on grade 8 topics, texts,				
	and		and				
	issues, building on others' ideas and expressing		issues, building on others' ideas and expressing				
	their		their				
	own clearly.		own clearly.				
	a. Come to discussions prepared having read or		a. Come to discussions prepared having read or				
	researched material under study; explicitly		researched material under study; explicitly draw				
	draw		on that preparation by referring to evidence on				
	on that preparation by referring to evidence on		the topic, text, or issue to probe and reflect on				
	the topic, text, or issue to probe and reflect on		ideas under discussion.				
	ideas under discussion.		b. Follow rules for collegial discussions and				
	b. Follow rules for collegial discussions and		decision-making, track progress toward specific				
	decision-making, track progress toward specific		goals and deadlines, and define individual roles				
	goals and deadlines, and define individual roles		as needed.				
	as needed.		c. Pose questions that connect the ideas of				
	c. Pose questions that connect the ideas of		several				
	several		speakers and respond to others' questions and				
	speakers and respond to others' questions and		comments with relevant evidence, observations,				
	comments with relevant evidence,		and ideas.				
	observations,		d. Acknowledge new information expressed by				
	and ideas.		others, and, when warranted, qualify or justify				
	d. Acknowledge new information expressed by		their own views in light of the evidence				
	others, and, when warranted, qualify or justify		presented.				
52	their own views in light of the evidence						
8.SL.2	Analyze the purpose of information presented	8.SL.2	Analyze the purpose of information presented in				
	in diverse media and formats (e.g., visually,		diverse media and formats (e.g., visually,				
	quantitatively, orally) and evaluate the motives		quantitatively, orally) and evaluate the motives				
	(e.g., social, commercial, political) behind its		(e.g., social, commercial, political) behind its				
	presentation.		presentation.				
53							
8.SL.3	Delineate a speaker's argument and specific	8.SL.3	Delineate a speaker's argument and specific				
	claims, evaluating the soundness of the		claims, evaluating the soundness of the				
	reasoning and relevance and sufficiency of the		reasoning and relevance and sufficiency of the				
	evidence and identifying when irrelevant		evidence and identifying when irrelevant				
	evidence is introduced.		evidence is introduced.				
54]			
	n of Knowledge and Ideas		of Knowledge and Ideas				
8.SL.4	Present claims and findings, emphasizing	8.SL.4	Present claims and findings, emphasizing salient				
	salient		points in a focused, coherent manner with				
	points in a focused, coherent manner with		relevant evidence, sound valid reasoning, and				
	relevant evidence, sound valid reasoning, and		well-chosen details; use appropriate eye contact,				
	well-chosen details; use appropriate eye		adequate volume, and clear pronunciation.				
_{E6}	contact, adequate volume, and clear						
56 8.SL.5	pronunciation. Integrate multimedia and visual displays into	8.SL.5	Integrate multimedia and visual displays into				
0.3L.3	presentations to clarify information, strengthen	0.3L.3	presentations to clarify information, strengthen				
	claims and evidence, and add interest.		claims and evidence, and add interest.				
	ciainis and evidence, and add interest.		ciainis and evidence, and add interest.				
57							
57							

	Α	В С	D	E	F	G	Н	I
		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)		_		
58		standards 1 and 3 for specific expectations.)						

П	Λ	В	C D	Г	F I	G	Н	1
59	Language Sta	_	Language Sta	ndards	·	Ü	11	1
		of Standard English		of Standard English				
	8.L.1	Demonstrate command of the conventions of	8.L.1	Demonstrate command of the conventions of				7/21 standard D should read: d.
		Standard English grammar and usage when		Standard English grammar and usage when				Recognize and correct inappropriate
		writing or		writing or				shifts in verb, voice, and mood.
		speaking.		speaking.				Similar in versi, verse, and incedi
		a. Explain the function of verbals (gerunds,		a. Explain the function of verbals (gerunds,				
		participles, infinitives) in general and their		participles, infinitives) in general and their				
		function in particular sentences.		function in particular sentences.				
		b. Form and use verbs in the active and passive		b. Form and use verbs in the active and passive				
		voice.		voice.				
		c. Form and use verbs in the indicative,		c. Form and use verbs in the indicative,				
		imperative,		imperative,				
		interrogative, conditional, and subjunctive		interrogative, conditional, and subjunctive				
		mood.		mood.				
		d. Recognize and correct inappropriate shifts in		d. Recognize and correct inappropriate shifts in				
		verb voice and mood.		verb, voice, and mood.				
61								
	8.L.2		8.L.2		Refinement approved by group.			6-20-16Refinement approved by group.
		2. Demonstrate command of the conventions of		2. Demonstrate command of the conventions of				
		Standard English capitalization, punctuation,		Standard English capitalization, punctuation, and				
		and spelling when writing.		spelling when writing.				
		a. Use punctuation (comma, ellipsis, dash) to		a. Use punctuation (comma, ellipsis, dash) to				
		indicate a pause or break.		indicate a pause or break.				
		b. Use an ellipsis to indicate an omission.		b. Use an ellipsis to indicate an omission.				
62		c. Spell correctly.		c. Use correct spelling.				
63	Knowledge o	f Language	Knowledge of	Language				
		lucition following and the second						
		Use knowledge of language and its conventions		Use knowledge of language and its conventions				
		when writing, speaking, reading, or listening.		when writing, speaking, reading, or listening.				
		Use verbs in the active and passive voice and in		Use verbs in the active and passive voice and in				
		the conditional and subjunctive mood to		the conditional and subjunctive mood to achieve				
		achieve particular effects (e.g., emphasizing the		particular effects (e.g., emphasizing the actor or				
	0.1.0	actor or the action; expressing uncertainty or		the action; expressing uncertainty or describing a				
	8.L.3	describing a state contrary to fact).	8.L.3	state contrary to fact).	J			
65	Vocabulary A	Acquisition and Use	Vocabulary A	cquisition and Use				

	٨	В	C D	Г	E	G	Н	T T
8.L.4	^	Determine or clarify the meaning of unknown	8.L.4	Determine or clarify the meaning of unknown	'	G	11	1
0.2.4		and multiple-meaning words or phrases based	0.2.4	and multiple-meaning words or phrases based on				
		on grade 8 reading and content, choosing		grade 8 reading and content, choosing flexibly				
		flexibly from a range of strategies.		from a range of strategies.				
		a. Use context (e.g., the overall meaning of a		a. Use context (e.g., the overall meaning of a				
		sentence or paragraph; a word's position or		sentence or paragraph; a word's position or				
		function in a sentence) as a clue to the meaning		function in a sentence) as a clue to the meaning				
		of a word or phrase.		of a word or phrase.				
		·		l ·				
		b. Use common, grade-appropriate Greek or		b. Use common, grade-appropriate Greek or				
		Latin		Latin				
		affixes and roots as clues to the meaning of a		affixes and roots as clues to the meaning of a				
		word (e.g., precede, recede, and secede).		word (e.g., precede, recede, and secede).				
		c. Consult general and specialized reference		c. Consult general and specialized reference				
		materials (e.g., dictionaries, glossaries,		materials (e.g., dictionaries, glossaries,				
		thesauruses), both print and digital, to find the		thesauruses), both print and digital, to find the				
		pronunciation of a word or determine or clarify		pronunciation of a word or determine or clarify				
		its precise meaning or its part of speech.		its precise meaning or its part of speech.				
		d. Verify the preliminary determination of the		d. Verify the preliminary determination of the				
		meaning of a word or phrase (e.g., by checking		meaning of a word or phrase (e.g., by checking				
		the inferred meaning in context or in a		the inferred meaning in context or in a				
		dictionary).		dictionary).				
66								
8.L.5		Demonstrate understanding of figurative	8.L.5	Demonstrate understanding of figurative				
		language,		language,				
		word relationships, and nuances in word		word relationships, and nuances in word				
		meanings.		meanings.				
		a. Interpret figures of speech (e.g. verbal irony,		a. Interpret figures of speech (e.g. verbal irony,				
		puns) in context.		puns) in context.				
		b. Use the relationship between particular		b. Use the relationship between particular words				
		words to		to				
		better understand each of the words.		better understand each of the words.				
		c. Distinguish among the connotations		c. Distinguish among the connotations				
		(associations) of words with similar		(associations) of words with similar denotations				
		denotations		(definitions) (e.g., bullheaded, willful, firm,				
		(definitions) (e.g., bullheaded, willful, firm,		persistent, resolute).				
		persistent, resolute).						
		F						
67								
8.L.6		Acquire and use accurately grade-appropriate	8.L.6	Acquire and use accurately grade-appropriate				
		general		general				
		academic and domain-specific words and		academic and domain-specific words and				
		phrases; gather vocabulary knowledge when		phrases; gather vocabulary knowledge when				
		considering a word or phrase important to		considering a word or phrase important to				
		comprehension or expression.		comprehension or expression.				
		completicition of expression.		Comprehension of expression.				
68								
69								
U9								

	А	В	C D	E	F F	G	Н	I
1	2010 ELA Sta	andards	2016 DRAFT E	LA Standards (Changes reflected in red)	Notes: Standards Comparison	<u> </u>	Notes: Horizontal Alignment	Final Decision
	Code	Standard	Code	Standard	The state of the s			
	Reading		Reading					
	Standards for		Standards for					
4	Key Ideas and		Key Ideas and d					
	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
5								
6	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
7	9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.				
8	Craft and Stru	icture	Craft and Struct	ture				
9	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., how the language evokes a sense of time and	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., how the language evokes a sense of time and place; how it sets a formal or informal tone).				Standard should read: 7/21 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 words choices on meaning and tone
10	9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.		Group suggested: remove parentheticals for consitency of language		Standard should read: Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
11	9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9-10.RL.6	Analyze points of view or cultural experiences reflected in works of literature, drawing from a variety of literary texts.	Refinement approved by group.	Group suggested revisit the word "cultural"		Standard should read: 7/21 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
12	Integration of	f Knowledge and Ideas	Integration of K	nowledge and Ideas				

	Α	В	C D	E	F	G	Н	I
13	9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	9-10.RL.7		Refinement approved by group. Added period to end of sentence (typo).			
14	9-10.RL.8	(Not applicable to literature)	9-10.RL.8	(Not applicable to literature)				
15	9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.	Refinement approved by group.			
16		ding and Level of Text Complexity		ng and Level of Text Complexity				
17	9-10.RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.RL.10) By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (10.RL.10)	9-10.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to grades 9-10.	Standard should read: "across a text complexity range" Corrected misspelling of quantitative.			7/21 should read:By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9-10.

	Α	В	C D	T E	F F	G	Н	I
18	Reading Stand	dards for Informational Text	Reading Standa	rds for Informational Text		_		
19	Key Ideas and	l details	Key Ideas and d	etails				
	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
20	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
21	9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9-10.RI.3	Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Refinement approved by group.	Group commented that 9-10 is the only standard that references "author" rather than "text." Noted that it seems out of line with grades 8 and 11-12. Noted that it may be too wordy as well.		Standard should read as written in draft.
22	Craft and Stru	ecturo	Craft and Struct	NIFO.				
24	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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion	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 cumulative impact of	Refinement approved by group.			
25	9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).				Standard should read: Analyze in detail how an author's ideas and/or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
26	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	9-10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				
27	Integration of	Knowledge and Ideas	Integration of K	nowledge and Ideas				

		<u> </u>	cl 5	-				-
\vdash	A	В	C D	<u> </u>	F	G	Н	1
	9-10.RI.7	Analyze various accounts of a subject	9-10.RI.7	Analyze various accounts of a subject told in different				
		told in different mediums (e.g., a		mediums (e.g., a person's life story in both print and				
		person's life story in both print and		multimedia), determining which details are emphasized				
		multimedia), determining which details		in each account.				
		are emphasized in each account.						
		are emphasized in each account.						
28								
	0.40 DL 0	B-P	0.40.01.0	Delice to a decide of the control of the decide of				
	9-10.RI.8	Delineate and evaluate the argument	9-10.RI.8	Delineate and evaluate the argument and specific claims	1			
		and specific claims in a text, assessing		in a text, assessing whether the reasoning is valid and				
		whether the reasoning is valid and the		the evidence is relevant and sufficient; identify false				
		evidence is relevant and sufficient;		statements and fallacious reasoning.				
		identify false statements and fallacious						
		reasoning.						
		reasoning.						
29								
	0.10.01.0	Analyza cominal II.C. documents of	0.10.01.0	Analyza cominal/primary documents of historical and	1			
	9-10.RI.9	Analyze seminal U.S. documents of	9-10.RI.9	Analyze seminal/primary documents of historical and				
		historical and literary significance (e.g.,		literary significance, including how they address related				
		Washington's Farewell Address, the		themes and concepts.				
		Gettysburg Address, Roosevelt's Four						
		Freedoms speech, King's "Letter from			Refinement approved by group.			
		Birmingham Jail"), including how they			, , , , , , , , , , , , , , , , , , , ,			
		address related themes and concepts.						
		address related themes and concepts.						
30								
31	Range of Rea	nding and Level of Text Complexity	Range of Readin	ng and Level of Text Complexity				
	9-10.RI.10		9-10.RI.10	By the end of the year, proficiently and independently				
			İ	read and comprehend informational texts and				
	I			i cau anu comprenenti intornational texts and	1		1	
		By the end of grade 9, read and		nonfiction in a text complexity range determined by				
		By the end of grade 9, read and		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to				Du the and of the year week signature
		comprehend literary nonfiction in the		nonfiction in a text complexity range determined by				By the end of the year, proficiently
		comprehend literary nonfiction in the grades 9–10 text complexity band		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to	Standard should read: "across a			and independently read and
		comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to	Standard should read: "across a			
		comprehend literary nonfiction in the grades 9–10 text complexity band		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to	text complexity range"			and independently read and
		comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to	text complexity range" Corrected misspelling of			and independently read and comprehend informational texts and nonfiction in a text complexity range
		comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. a. By the end of grade 9, read and		nonfiction <u>in</u> a text complexity range determined by qualitative and quantitative measures appropriate to	text complexity range"			and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and
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A	В	D	E	F	G	Н	I
	d Career Readiness Anchor Standards for Writ						
	and Purposes	Text Types and					
9-10.W.1	Write arguments to support claims in	9-10.W.1	Write arguments to support claims in an analysis of				
	an analysis of substantive topics or		substantive topics or texts, using valid reasoning and				
	texts, using valid reasoning and		relevant and sufficient evidence.				
	relevant and sufficient evidence.		a. Introduce precise claim(s), distinguish the claim(s)				
	a. Introduce precise claim(s),		from alternate or opposing claims, and create an				
	distinguish the claim(s) from alternate		organization that establishes clear relationships among				
	or opposing claims, and create an		claim(s), counterclaims, reasons, and evidence.				
	organization that establishes clear		b. Develop claim(s) and counterclaims fairly, supplying				
	relationships among claim(s),		evidence for each while pointing out the strengths and				
	counterclaims, reasons, and evidence.		limitations of both in a manner that anticipates the				
	b. Develop claim(s) and counterclaims		audience's knowledge level and concerns.				
	fairly, supplying evidence for each		c. Use words, phrases, and clauses to link the major				
	while pointing out the strengths and		sections of the text, create cohesion, and clarify the				
	limitations of both in a manner that		relationships between claim(s) and reasons, between				
	anticipates the audience's knowledge		reasons and evidence, and between claim(s) and				
	level and concerns.		counterclaims.				
	c. Use words, phrases, and clauses to		d. Establish and maintain a formal style and objective				
	link the major sections of the text,		tone while attending to the norms and conventions of				
	create cohesion, and clarify the		the discipline in which they are writing.				
	relationships between claim(s) and		e. Provide a concluding statement or section that				
	reasons, between reasons and		follows from and supports the argument presented.				
	evidence, and between claim(s) and						
	counterclaims.						
	d. Establish and maintain a formal style						
	and objective tone while attending to						
	the norms and conventions of the						
36	discipline in which they are writing.						
9-10.W.2	Write informative/explanatory texts to	9-10.W.2	Write informative/explanatory texts to examine and				
23	examine and convey complex ideas,		convey complex ideas, concepts, and information				
	concepts, and information clearly and		clearly and accurately through the effective selection,				
	accurately through the effective		organization, and analysis of content.				
	selection, organization, and analysis of		a. Introduce a topic; organize complex ideas, concepts,				
	content.		and information to make important connections and				
	a. Introduce a topic; organize complex		distinctions; include formatting (e.g., headings), graphics				
	ideas, concepts, and information to		(e.g., figures, tables), and multimedia when useful to				
	make important connections and	1	aiding comprehension.				
	distinctions; include formatting (e.g.,		b. Develop the topic with well-chosen, relevant, and				
	headings), graphics (e.g., figures,		sufficient facts, extended definitions, concrete details,				
	tables), and multimedia when useful to	1	quotations, or other information and examples				
	aiding comprehension.		appropriate to the audience's knowledge of the topic.				
	b. Develop the topic with well-chosen,		c. Use appropriate and varied transitions to link the	Refinement approved by group			
	relevant, and sufficient facts, extended		major sections of the text, create cohesion, and clarify	Refinement approved by group.			
	definitions, concrete details,	1	the relationships among complex ideas and concepts.				
	quotations, or other information and		d. Use precise language and domain-specific vocabulary				
	examples appropriate to the		to manage the complexity of the topic.				
	audience's knowledge of the topic.	1	e. Establish and maintain a formal style and an				
	c. Use appropriate and varied		appropriate tone while attending to the norms and				
			conventions of the discipline in which they are writing.				
	transitions to link the major sections of	1					
	the text, create cohesion, and clarify	1	f. Provide a concluding statement or section that follows				
	the relationships among complex ideas		from and supports the information or explanation				
	and concepts.	1	presented (e.g., articulating implications or the				
	d. Use precise language and		significance of the topic).				
	domain-specific vocabulary to manage						
37	the complexity of the topic.						

	Α	В	C D	E	F	G	Н	I
	9-10.W.3	Write narratives to develop real or	9-10.W.3	Write narratives to develop real or imagined				D should read 7/21: d.
		imagined experiences or events using		experiences or events using effective technique,				Use precise words and phrases,
		effective technique, well-chosen		well-chosen details, and well-structured event				relevant descriptive details, and
		details, and well-structured event		sequences.				sensory language to convey a vivid
		sequences.		a. Engage and orient the reader by setting out a				picture of the experiences, events,
		a. Engage and orient the reader by		problem, situation, or observation, establishing one or				setting, and/or characters.
		setting out a problem, situation, or		multiple point(s) of view, and introducing a narrator				setting, and or characters.
		observation, establishing one or		and/or characters; create a smooth progression of				
		multiple point(s) of view, and		experiences or events.				
		introducing a narrator and/or		b. Use narrative techniques, such as dialogue, pacing,				
		characters; create a smooth		description, reflection, and multiple plot lines, to				
		•						
		progression of experiences or events.		develop experiences, events, and/or characters.				
		b. Use narrative techniques, such as		c. Use a variety of techniques to sequence events so				
		dialogue, pacing, description,		that they build on one another to create a coherent	Refinement approved by group.			
		reflection, and multiple plot lines, to		whole.				
		develop experiences, events, and/or		d. Use precise words and phrases, relevant descriptive				
		characters.		details, and sensory language to convey a vivid picture				
		c. Use a variety of techniques to		of the experiences, events, setting, and/or characters.				
		sequence events so that they build on		e. Provide a conclusion that follows from and reflects on	1			
		one another to create a coherent		what is experienced, observed, or resolved over the				
		whole.		course of the narrative, as appropriate to form.				
		d. Use precise words and phrases,						
		telling details, and sensory language to						
		convey a vivid picture of the						
		experiences, events, setting, and/or						
		characters.						
38		e. Provide a conclusion that follows						
				I .				
39	Production a	nd Distribution of Writing	Production and	I Distribution of Writing				
	Production ar 9-10.W.4	nd Distribution of Writing	9-10.W.4	Produce clear and coherent writing in which the				7/21 Standard should read:
		nd Distribution of Writing						7/21 Standard should read:
				Produce clear and coherent writing in which the				Produce clear and coherent writing in
		Produce clear and coherent writing in		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific		Group commented that parenthetical		Produce clear and coherent writing in which the development, organization,
		Produce clear and coherent writing in which the development, organization,		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards		Group commented that parenthetical information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific				Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for
40		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters,	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures,	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions,	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
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40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. Develop and strengthen writing as	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a Develop and strengthen writing as needed by planning,	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing,	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a 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	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
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40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. 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	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a 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. (Editing for conventions should demonstrate command of Language standards	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. 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. (Editing for conventions	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a 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. (Editing for conventions	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards
40	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. 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	9-10.W.4 AZ.9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Eliminate AZ.9-10.W.4a 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. (Editing for conventions should demonstrate command of Language standards	Refinement approved by group. 7/	information should be added back into		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards

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	9-10.W.6	1	9-10.W.6	<u>-</u>	'	Ğ		1
	J 10.W.0	Use technology, including the Internet,	J 10.W.0					
		to produce, publish, and update						
		individual or shared writing products,		Use technology, including the Internet, to produce,				
		taking advantage of technology's		publish, and update individual or shared writing				
		capacity to link to other information		products, taking advantage of technology's capacity to				
		and to display information flexibly and		link to other information and to display information				
43		dynamically.		flexibly and dynamically.				
44	Research to B	Build and Present Knowledge	Research to Buil	d and Present Knowledge				
	9-10.W.7	Conduct short as well as more	9-10.W.7					
		sustained research projects to answer		Conduct short as well as more sustained research				
		a question (including a self-generated		projects to answer a question (including a				
		question) or solve a problem; narrow		self-generated question) or solve a problem; narrow or				
		or broaden the inquiry when		broaden the inquiry when appropriate; synthesize				
		appropriate; synthesize multiple		multiple sources on the subject, demonstrating				
		sources on the subject, demonstrating		understanding of the subject under investigation.				
45	<u> </u>	understanding of the subject under		<u> </u>				
	9-10.W.8	Gather relevant information from	9-10.W.8	Gather relevant information from multiple authoritative				
	1	multiple authoritative print and digital		print and digital sources, using advanced searches				
	1	sources, using advanced searches		effectively; assess the usefulness of each source in				
		effectively; assess the usefulness of		answering the research question; integrate information				
	1	each source in answering the research		into the text selectively to maintain the flow of ideas,				
		question; integrate information into		avoiding plagiarism and following a standard format for				
		the text selectively to maintain the		citation.				
		flow of ideas, avoiding plagiarism and						
46		following a standard format for						
	9-10.W.9		9-10.W.9	Draw evidence from literary or informational texts to				
				support analysis, reflection, and research.				
				a. Apply grades 9-10 Reading standards to literature.				
		Draw evidence from literary or		b. Apply grades 9-10 Reading standards to informational				
		informational texts to support analysis,		and nonfiction text.				
		reflection, and research.						
		a. Apply grades 9–10 Reading						
		standards to literature (e.g., "Analyze						
		how an author draws on and						
		transforms source material in a specific			Refinement approved by group.			
		work [e.g., how Shakespeare treats a			Removed closing parenthesis			
		theme or topic from Ovid or the Bible			(typo).			
		or how a later author draws on a play			(cypo).			
		by Shakespeare]").						
		b. Apply grades 9–10 Reading						
	1	standards to literary nonfiction (e.g.,						
		"Delineate and evaluate the argument						
	1	and specific claims in a text, assessing						
		whether the reasoning is valid and the						
	1	evidence is relevant and sufficient;						
		identify false statements and fallacious						
47		reasoning").						
	Range of Writ	ting	Range of Writing					
	9-10.W.10		9-10.W.10					
	1	Write routinely over extended time						
		frames (time for research, reflection,						
	1	and revision) and shorter time frames		Write routinely over extended time frames (time for				
		(a single sitting or a day or two) for a		research, reflection, and revision) and shorter time				
	1	range of tasks, purposes, and		frames (a single sitting or a day or two) for a range of				
49		audiences.		tasks, purposes, and audiences.				
			1	/ 1	I			I

А	В	C D	E	F	G	Н	I
50 Speaking ar	nd Listening Standards	Speaking and Li	stening Standards				
51 Comprehen	sion and Collaboration	Comprehension	and Collaboration				
9-10.SL.1	Initiate and participate effectively in a	9-10.SL.1	Initiate and participate effectively in a range of				
	range of collaborative discussions		collaborative discussions (one-on- one, in groups, and				
	(one-on- one, in groups, and		teacher-led) with diverse partners on grades 9–10				
	teacher-led) with diverse partners on		topics, texts, and issues, building on others' ideas and				
	grades 9–10 topics, texts, and issues,		expressing their own clearly and persuasively.				
	building on others' ideas and		a. Come to discussions prepared having read and				
	expressing their own clearly and		researched material under study; explicitly draw on that				
	persuasively.		preparation by referring to evidence from texts and				
	a. Come to discussions prepared		other research on the topic or issue to stimulate a				
	having read and researched material		thoughtful, well- reasoned exchange of ideas.				
	under study; explicitly draw on that		b. Work with peers to set rules for collegial discussions				
	preparation by referring to evidence		and decision-making (e.g., informal consensus, taking				
	from texts and other research on the		votes on key issues, and presentation of alternate				
	topic or issue to stimulate a thoughtful,		views), clear goals and deadlines, and individual roles as				
	well- reasoned exchange of ideas.		needed.				
	b. Work with peers to set rules for		c. Propel conversations by posing and responding to				
	collegial discussions and		questions that relate the current discussion to broader				
	decision-making (e.g., informal		themes or larger ideas; actively incorporate others into				
	consensus, taking votes on key issues,		the discussion; and clarify, verify, or challenge ideas and				
	and presentation of alternate views),		conclusions.				
	clear goals and deadlines, and		d. Respond thoughtfully to diverse perspectives,				
	individual roles as needed.		summarize points of agreement and disagreement, and,				
	c. Propel conversations by posing and		when warranted, qualify or justify their own views and				
	responding to questions that relate the		understanding and make new connections in light of the				
	current discussion to broader themes		evidence and reasoning presented.				
	or larger ideas; actively incorporate		,				
52	others into the discussion; and clarify,						
9-10.SL.2	Integrate multiple sources of	9-10.SL.2	Integrate multiple sources of information presented in				
9-10.3L.2	information presented in diverse] J-10.3L.2	diverse media or formats (e.g., visually, quantitatively,				
							Standard should read: Integrate
	media or formats (e.g., visually,		orally), evaluating the credibility and accuracy of each		11-12 suggestion:		multiple sources of information
	quantitatively, orally), evaluating the		source.		Remove parenthetical to align to 11-12		presented in diverse media or formats,
	credibility and accuracy of each source.				standard language		evaluating the credibility and accuracy
							of each source.
53							
9-10.SL.3	Evaluate a speaker's point of view,	9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use				
	reasoning, and use of evidence and		of evidence and rhetoric, identifying any fallacious				
	rhetoric, identifying any fallacious		reasoning or exaggerated or distorted evidence.				
	reasoning or exaggerated or distorted		and a supplication of distriction				
	evidence.						
54							
	on of Knowledge and Ideas		Knowledge and Ideas				
9-10.SL.4	Present information, findings, and	9-10.SL.4	Present information, findings, and supporting evidence				
	supporting evidence clearly, concisely,		clearly, concisely, and logically such that listeners can				
	and logically such that listeners can		follow the line of reasoning and the organization,				
	follow the line of reasoning and the		development, substance, and style are appropriate to				
	organization, development, substance,		purpose, audience, and task.				
	and style are appropriate to purpose,						
56	audience, and task.						
50				<u> </u>	<u> </u>	I	

	А	В	C D	E	F	G	Н	I
57		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.	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.		Define digital media in glossary 7/21		Standard should read 7/21 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
58		Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)				

	Δ	В	C D	E	F	G	Н	T T
59	Language Stan	_	Language Stand		·	G G	11	1
60		f Standard English		Standard English				
	9-10.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and	9-10.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.				
61	9-10.L.2	interest to writing or presentations. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	9-10.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Use correct spelling.	Refinement approved by group.			
63	Knowledge of		Knowledge of La	anguage				
		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	0.101.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.	Refinement approved by group.	The recommended shapes is accurate and interest.	rantional	
	9-10.L.3		9-10.L.3			The recommended change is accurate and int	tentional.	
65	Vocabulary Ac	quisition and Use	Vocabulary Acq	uisition and Use				

	A	В	C D	E	F	G	н	I
9)-10.L.4	Determine or clarify the meaning of	9-10.L.4	Determine or clarify the meaning of unknown and				
		unknown and multiple-meaning words		multiple-meaning words and phrases based on grades				
		and phrases based on grades 9-10		9–10 reading and content, choosing flexibly from a				
		reading and content, choosing flexibly		range of strategies.				
		from a range of strategies.		a. Use context (e.g., the overall meaning of a sentence,				
		a. Use context (e.g., the overall		paragraph, or text; a word's position or function in a				
		meaning of a sentence, paragraph, or		sentence) as a clue to the meaning of a word or phrase.				
		text; a word's position or function in a		b. Identify and correctly use patterns of word changes				
		sentence) as a clue to the meaning of a		that indicate different meanings or parts of speech (e.g.,				
		word or phrase.		analyze, analysis, analytical; advocate, advocacy).				
		b. Identify and correctly use patterns of		c. Consult general and specialized reference materials				
		word changes that indicate different		(e.g., dictionaries, glossaries, thesauruses), both print				
		meanings or parts of speech (e.g.,		and digital, to find the pronunciation of a word or				
		analyze, analysis, analytical; advocate,		determine or clarify its precise meaning, its part of				
		advocacy).		speech, or its etymology.				
		c. Consult general and specialized		d. Verify the preliminary determination of the meaning				
		reference materials (e.g., dictionaries,		of a word or phrase (e.g., by checking the inferred				
		glossaries, thesauruses), both print and		meaning in context or in a dictionary).				
		digital, to find the pronunciation of a						
		word or determine or clarify its precise						
		meaning, its part of speech, or its etymology.						
		d. Verify the preliminary determination						
		of the meaning of a word or phrase						
		(e.g., by checking the inferred meaning						
		in context or in a dictionary).						
66		in context of in a dictional yy.						
)-10.L.5	Demonstrate understanding of	9-10.L.5	Demonstrate understanding of figurative language,				
	10.2.3	figurative language, word relationships,		word relationships, and nuances in word meanings.				
		and nuances in word meanings.		a. Interpret figures of speech (e.g., euphemism,				
		a. Interpret figures of speech (e.g.,		oxymoron) in context and analyze their role in the text.				
		euphemism, oxymoron) in context and		b. Analyze nuances in the meaning of words with similar				
		analyze their role in the text.		denotations.				
		b. Analyze nuances in the meaning of						
		words with similar denotations.						
67								
9)-10.L.6	Acquire and use accurately general	9-10.L.6	Acquire and use accurately general academic and				
		academic and domain-specific words		domain-specific words and phrases, sufficient for				
		and phrases, sufficient for reading,		reading, writing, speaking, and listening at the college				
		writing, speaking, and listening at the		and career readiness level; demonstrate independence				
		college and career readiness level;		in gathering vocabulary knowledge when considering a				
		demonstrate independence in		word or phrase important to comprehension or				
		gathering vocabulary knowledge when		expression.				
		considering a word or phrase						
		important to comprehension or						
60		expression.						
68								

1 2		B (C D	l E	F	G	H	I
	2010 ELA Star	ndards	2010 DRAFT	ELA Standards (Changes reflected in red)	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
2 C	Code	Standard	Code	Standard				
	Reading		Reading					
	itandards for iterature		Standards for Literature					
3	iterature		Literature					
4 K	(ey Ideas and	details	Key Ideas and	l details				
1:	1-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
1:	1-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				
7	1-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.	Refinement approved by group.			
8 C	Craft and Struc	ture	Craft and Stru	ucture				
9	1-12.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 is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other	11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.	Refinement approved by group.			
10	1-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	Refinement approved by group.			
-	1-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11-12.RL.6	Analyze how understanding point of view requires distinguishing the explicit and implicit meanings in the text.	Refinement approved by group.	This was seen as problematic by the group review.		STANDARD SHOULD READ: Analyze how point of view impacts the implicit and explicit meanings in a text.
-		Knowledge and Ideas		f Knowledge and Ideas				
1:	.1-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	Refinement approved by group.			
12								

	А	В	С	D	E	F	G	Н	I
	11-12.RL.9	Demonstrate knowledge of eighteenth-, nineteenth-,		11-12.RL.9	Analyze how two or more texts from the same period	NEED TO REVISIT limitation	Revisions are good the way they read		
		and early-twentieth-century foundational works of			treat similar themes or topics.		in the draft 2016 standard.		
		American literature, including how two or more texts							
		from the same period treat similar themes or topics.							
15									
16	Range of Read	ing and Level of Text Complexity		Range of Readi	ing and Level of Text Complexity				
	11-12.RL.10	By the end of grade 11, read and comprehend literature,		11-12.RL.10	By the end of the year, proficiently and independently	LEAVE AS IS Impacts all	Corrected to reflect both grades.		
		including stories, dramas, and poems, in the grades			read and comprehend literature, including stories,				
		11–CCR text complexity band proficiently, with			dramas, and poetry, in a text complexity range determed				
		scaffolding as needed at the high end of the range.			by qualitative and quantitative measures appropriate to				
		(11.RL.10)			grade 11.				
					By the end of the year, proficiently and independently				
		By the end of grade 12, read and comprehend literature,			read and comprehend literature, including stories,				
		including stories, dramas, and poems, at the high end of			dramas, and poetry, in a text complexity range determed				
		the grades 11–CCR text complexity band independently			by qualitative and quantitative measures appropriate to				
		and proficiently. (12.RL.10)			grade 12.				
17									

А	В	C D	Ε	F	G	Н	I
18 Reading Stand	lards for Informational Text	Reading Stand	ards for Informational Text				_
19 Key Ideas and		Key Ideas and					
11-12.Rl.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11-12.RI.2	Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	Refinement approved by group.	Suggestion was to change "central idea"		Add to glossary: central idea
11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.				
22							
23 Craft and Stru		Craft and Stru					
11-12.Rl.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	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 how an author uses and refines the meaning of a key term or terms over the course of a text.	Refinement approved by group.			
11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.	Refinement approved by group.			
25 11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11-12.RI.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	Refinement approved by group.			
27	Knowledge and Ideas	late seeding 6	Manufadas and Idass				
27 integration of 11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.				7/21 standard should read as follows: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.

	А	В	C D	E	F	G	Н	I
	11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	Refinement approved by group. Only "purpose".			
30	11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	Refinement approved by group.			
31	Range of Read	ing and Level of Text Complexity	Range of Rea	ding and Level of Text Complexity				
32	11-12.RI.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.RI.10) a. By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.11-12.RI.10)	11-12.RI.10	By the end of the year, proficiently and independently, read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.	Refinement approved by group Include grade 12.			
	AZ.11-12.RI.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11-12.RI.10.) a. By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 11–CCR text complexity band independently and proficiently. (AZ.11-12.RI.10)	AZ.11-12.RI.1	Eliminate AZ.11-12.RI.10	Refinement approved by group.			

H I
We do not believe "formal" needs
be added because as they progres
the collegiate level, they need to
understand different styles and th
appropriate use for different
audiences.
I I

	Α	В	D D	E	F	G	Н	I
		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.	11-12.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, 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.	Refinement approved by group.			7/21 additional change: d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
38								
40	1-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	Definement surround by	Suggested by a group to add parenthical that is in the other standards complied 7/21		
41		a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.11-12.W.4	Eliminate AZ.11-12.W.4	Refinement approved by group.			
42		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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)				
		Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				
43 44 I	Research to Bu	ild and Present Knowledge	Research to B	uild and Present Knowledge				

	А	В	С	D	E	F	G	н	I
45	11-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1:	1-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				
46	11-12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1:	1-12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				
47	11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	11	1-12.W.9		NOTE: we were the only grade that eliminated all. Consider putting in for vertical alignment			Draw evidence from literary or informa
	Range of \			ange of Writi					
49	11-12.W.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	1:	1-12.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				

	А	В	C D	E	F	G	Н	I
50	Speaking and L	Listening Standards		Listening Standards	·			
		n and Collaboration		n and Collaboration				
	11-12.SL.1	Initiate and participate effectively in a range of	11-12.SL.1	Initiate and participate effectively in a range of				
	11 12.52.1	collaborative discussions (one-on- one, in groups, and	11 12.02.1	collaborative discussions (one-on- one, in groups, and				
		teacher-led) with diverse partners on grades 11–12		teacher-led) with diverse partners on grades 11–12 topics,				
		topics, texts, and issues, building on others' ideas and		texts, and issues, building on others' ideas and expressing				
		expressing their own clearly and persuasively.		their own clearly and persuasively.				
		a. Come to discussions prepared having read and		a. Come to discussions prepared having read and				
		researched material under study; explicitly draw on that		researched material under study; explicitly draw on that				
		preparation by referring to evidence from texts and		preparation by referring to evidence from texts and other				
		other research on the topic or issue to stimulate a		research on the topic or issue to stimulate a thoughtful,				
		thoughtful, well- reasoned exchange of ideas.		well- reasoned exchange of ideas.				
		b. Work with peers to promote civil, democratic		b. Work with peers to promote civil, democratic				
		discussions and decision-making, set clear goals and		discussions and decision-making, set clear goals and				
		deadlines, and establish individual roles as needed.		deadlines, and establish individual roles as needed.				
		c. Propel conversations by posing and responding to		c. Propel conversations by posing and responding to				
		questions that probe reasoning and evidence; ensure a		questions that probe reasoning and evidence; ensure a				
		hearing for a full range of positions on a topic or issue;		hearing for a full range of positions on a topic or issue;				
		clarify, verify, or challenge ideas and conclusions; and		clarify, verify, or challenge ideas and conclusions; and				
		promote divergent and creative perspectives.		promote divergent and creative perspectives.				
		d. Respond thoughtfully to diverse perspectives;		d. Respond thoughtfully to diverse perspectives;				
		synthesize comments, claims, and evidence made on all		synthesize comments, claims, and evidence made on all				
		sides of an issue; resolve contradictions when possible;		sides of an issue; resolve contradictions when possible;				
		and determine what additional information or research		and determine what additional information or research is				
		is required to deepen the investigation or complete the		required to deepen the investigation or complete the				
		task.		task.				
52								
	11-12.SL.2	Integrate multiple sources of information presented in	11-12.SL.2	Integrate multiple sources of information presented in	Refinement approved by group.			
		diverse media and formats (e.g., visually, quantitatively,		diverse media and formats in order to make informed				
		orally) in order to make informed decisions and solve		decisions and propose solutions, while evaluating the				
		problems, evaluating the credibility and accuracy of each		credibility and accuracy of each source and noting any				
		source and noting any discrepancies among the data.		discrepancies.				
53	11 12 01 2	Fuglished a specifical assist of view assists of the second of the secon	11 12 01 2	Fuglished a specifical assist of the second				
	11-12.SL.3		11-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of				
Ī		evidence and rhetoric, assessing the stance, premises,		evidence and rhetoric, assessing the stance, premises,				
		links among ideas, word choice, points of emphasis, and		links among ideas, word choice, points of emphasis, and				
		tone used.		tone used.				
54								
55	Presentation o	f Knowledge and Ideas	Presentation of	f Knowledge and Ideas				
	11-12.SL.4	Present information, findings, and supporting evidence,	11-12.SL.4	Present information, findings, and supporting evidence in	Refinement approved by group.			
		conveying a clear and distinct perspective, such that		an organized, developed style appropriate to purpose,				
		listeners can follow the line of reasoning, alternative or		audience, and task allowing listeners to follow the				
		opposing perspectives are addressed, and the		speaker's line of reasoning, message, and any alternative				
		organization, development, substance, and style are		perspectives.				
		appropriate to purpose, audience, and a range of formal						
		and informal tasks.						
56								

	А	В	С	D	E	F	G	Н	I
57		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.			Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.	Refinment approved by group.			
58		Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)			Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)				

	А	В	C D	E	F	G	Н	I
59	Language Stand	dards	Language Sta	ndards				
		Standard English		of Standard English				
61	11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.	Refinement approved by group.			
62	11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Use correct spelling.	Refinement approved by group.	Revision made.		
63	Knowledge of L	anguage	Knowledge of	Language				
64		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Refinement approved by group.			
	Vocabulary Acq	ruisition and Use	Vocabulary A	cquisition and Use				
666	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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	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. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.				

	А	В	C D	E	F	G	Н	I
	11-12.L.5	Demonstrate understanding of figurative language, word	11-12.L.5	Demonstrate understanding of figurative language, word				
		relationships, and nuances in word meanings.		relationships, and nuances in word meanings.				
		a. Interpret figures of speech (e.g., hyperbole, paradox)		a. Interpret figures of speech (e.g., hyperbole, paradox) in				
		in context and analyze their role in the text.		context and analyze their role in the text.				
		b. Analyze nuances in the meaning of words with similar		b. Analyze nuances in the meaning of words with similar				
		denotations.		denotations.				
67								
	11-12.L.6	Acquire and use accurately general academic and	11-12.L.6	Acquire and use accurately general academic and				
		domain-specific words and phrases, sufficient for		domain-specific words and phrases, sufficient for reading,				
		reading, writing, speaking, and listening at the college		writing, speaking, and listening at the college and career				
		and career readiness level; demonstrate independence		readiness level; demonstrate independence in gathering				
		in gathering vocabulary knowledge when considering a		vocabulary knowledge when considering a word or phrase				
		word or phrase important to comprehension or		important to comprehension or expression.				
68		expression.						

about key details in K.RL.2 With prompting an including key detail K.RL.3 With prompting an settings, and major Craft and Structure K.RL.4 Ask and answer question text. K.RL.5	and support, ask and answer questions	Code Reading Standards for Literature Key Ideas and deta K.RL.1	Draft Standard	Notes: Standards Comparison	Notes: Vertical Alignment	Notes: Horizontal Alignment	Final Decision
2 Code Reading Standards for Literature 3 4 Key Ideas and details K.RL.1 With prompting an about key details in 5 K.RL.2 With prompting an including key detail 6 K.RL.3 With prompting an settings, and major 7 8 Craft and Structure K.RL.4 Ask and answer quext. K.RL.5 Recognize common	and support, ask and answer questions	Code Reading Standards for Literature Key Ideas and deta K.RL.1	Draft Standard				
Reading Standards for Literature 3 4 Key Ideas and details K.RL.1 With prompting an about key details in 5 K.RL.2 With prompting an including key detail 6 K.RL.3 With prompting an settings, and major 7 8 Craft and Structure K.RL.4 Ask and answer quext. K.RL.5 Recognize common	and support, ask and answer questions	Reading Standards for Literature Key Ideas and deta K.RL.1					
K.RL.1 With prompting an about key details in St.RL.2 With prompting an including key detail St.RL.3 With prompting an settings, and major St.RL.4 Ask and answer quext. K.RL.5 Recognize common	and support, ask and answer questions	K.RL.1	ails				
K.RL.1 With prompting an about key details in St.RL.2 With prompting an including key detail St.RL.3 With prompting an settings, and major St.RL.4 Ask and answer quext. K.RL.5 Recognize common	and support, ask and answer questions	K.RL.1					-
including key detail K.RL.3 With prompting an settings, and major Craft and Structure K.RL.4 Ask and answer questext. K.RL.5 Recognize common			With prompting and support, ask and answer questions about key details in a text.				
including key detail K.RL.3 With prompting an settings, and major Craft and Structure K.RL.4 Ask and answer questext. K.RL.5 Recognize common				No changes			
settings, and major 7 8 Craft and Structure K.RL.4 Ask and answer questext. K.RL.5 Recognize common		K.RL.2	With prompting and support, retell familiar stories, including key details.	No shapes			
settings, and major 7 8 Craft and Structure K.RL.4 Ask and answer quext. K.RL.5 Recognize common	and compart identify characters	K.RL.3	With prompting and support, identify characters, settings,	No changes			
K.RL.4 Ask and answer qu text. K.RL.5 Recognize common	or events in a story.		and major events in a story.				
Ask and answer qu text. K.RL.5 Recognize common				No changes			
Ask and answer question text. K.RL.5 Recognize common		Craft and Structure	e				
K.RL.5 Recognize common	uestions about unknown words in a		Ask and answer questions about unknown words in a			Add "with prompting and support" to align with RI4.	With prompting and support ask and answer questions about
Recognize commor			text.	No changes			unknow words in a text.
10	on types of texts (e.g., storybooks,		Recognize common types of texts (e.g., storybooks, poems).	No changes		Needs added verbiage. Identify the front cover, back cover and title page of a book.	Recognize common types of texts (e.g., storybooks, poems). Identify the front cover, back cover, and title page of a book.
1 1	and support, name the author and ory and define the role of each in telling	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.	No changes			
12 Integration of Knowledge and Idea	eas	Integration of Kno	wledge and Ideas	-			
between illustratio 13 (e.g., what momen	and support, describe the relationship ions and the story in which they appear ent in a story an illustration depicts).			No changes			
14 K.RL.8 (Not applicable to I		K.RL.8 K.RL.9	(Not applicable to literature)	No changes			
With prompting an	and support, compare and contrast the xperiences of characters in familiar		With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	No changes			
16 Range of Reading and Level of Tex	ext Complexity	Range of Reading	and Level of Text Complexity				
K.RL.10 Actively engage in a and understanding		K.RL.10	With prompting and support, actively engage in group				

	Α	В	С	D	E	F	G	Н	T I
18	Reading Standa	ards for Informational Text	-		s for Informational Text		- -		
	Key Ideas and			Key Ideas and det					
		With prompting and support, ask and answer questions about key details in a text.		K.RI.1	With prompting and support, ask and answer questions about key details in a text.				
20									
20	W D1 2			W D1 2		No changes			
	K.RI.2	With prompting and support, identify the main topic and retell key details of a text.		K.RI.2	With prompting and support, identify the main topic and retell key details of a text.				
21						No changes			
	K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				
22						No changes			
	Craft and Struc			Craft and Structu					
24	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.		K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	No changes			
	K.RI.5	Identify the front cover, back cover, and title page of a		K.RI.5	Identify the front cover, back cover, and title page of a				
		book.			book.				Recognize common types of
								Needs added verbiage. Recogniz	re informational texts. Identify the
								common types of informational	I
25						No changes		texts	page of a book.
	K.RI.6	Name the author and illustrator of a text and define the		K.RI.6	Name the author and illustrator of a text and define the				
		role of each in presenting the ideas or information in a			role of each in presenting the ideas or information in a				
		text.			text.				
20						No shares			
26	1	Versidadas and Idaas		Indonesia o Co	l	No changes			
		Knowledge and Ideas		K.RI.7	With prompting and support, describe the relationship				
	N.KI./	With prompting and support, describe the relationship		K.KI./					
		between illustrations and the text in which they appear			between illustrations and the text in which they appear				
		(e.g., what person, place, thing, or idea in the text an			(e.g., what person, place, thing, or idea in the text an				
		illustration depicts).			illustration depicts).				
						l., ,			
28	K DI 0	Marile and the second s		K DI 0	West and the second sec	No changes			
	K.RI.8	With prompting and support, identify the reasons an		K.RI.8	With prompting and support, identify the reasons an				
		author gives to support points in a text.			author gives to support points in a text.				
20						No shanges			
29	K DI O	With proporting and compart identify heads similarity to		K DI O	With proporting and groupout identify having similar (Cont.)	No changes			
	K.RI.9	With prompting and support, identify basic similarities in		K.RI.9	With prompting and support, identify basic similarities in				
		and differences between two texts on the same topic			and differences between two texts on the same topic				
		(e.g., in illustrations, descriptions, or procedures).			(e.g., in illustrations, descriptions, or procedures).				
30						No changes			
21	Pange of Poad	ing and Level of Text Complexity		Pange of Poading	and Level of Text Complexity	No changes			
ΣŢ	Mange of Readi	ing and Level of Text Complexity		mange of Reduing	and Level of Text Complexity				

	А	В	С	D	Е	F	G	Н	I
		Actively engage in group reading activities with purpose and understanding.			With prompting and support, actively engage in group reading activities with purpose and understanding.				
32						Refinement agreed to by group.			
		a. Actively engage in a group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding.		AZ.K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.				
33						Refinement agreed to by group.			

_		T				T	T -	·	T .
2.4	Α	B	С	D	<u>t</u>	ŀ	G	Н	1
		ards: Foundational Skills			s: Foundational Skills				
35	Print Concepts			Print Concepts					
	K.RF.1	Demonstrate understanding of the organization and			Demonstrate understanding of the organization and basic				
		basic features of print.			features of print.				
		a. Follow words from left to right, top to bottom, and			a. Follow words from left to right, top to bottom, and				
		page by page			page by page				
		b. Recognize that spoken words are represented in			b. Recognize that spoken words are represented in				
		written language by specific sequence of letters.			written language by specific sequences of letters. Identify				
					that a sentence is made up of a group of words.				
		c. Understand that words are separated by spaces in							
		print.			c. Recognize the difference between a letter and a printed				
					word. Understand that words are separated by spaces in				
		d. Recognize and name all upper and lowercase letters			print.				
		of the alphabet.							
					d. Recognize and name all upper and lowercase letters of				
26					the alphabet.	Definement agreed to by group			
30	Phonological A			Dhanalasiaal Aa		Refinement agreed to by group.			
37				Phonological Awa					
	K.RF.2	Demonstrate understanding of spoken words, syllables,			Demonstrate understanding of spoken words, syllables,				
		and sounds (phonemes).			and sounds (phonemes).				
		a. Recognize and produce rhyming words.			a Demonstrate basis knowledge of one to one letter				
		b. Count, pronounce, blend, and segment syllables in			a. Demonstrate basic knowledge of one-to-one letter-				
		spoken words. Blend and segment onsets and rimes of single-syllable spoken words.			sound correspondence by producing the most frequent sound(s) for each consonant and the five major vowels.				
		c. Isolate and pronounce the initial, medial vowel, and			isound(s) for each consonant and the five major vowers.				
		final sounds (phonemes) in three-phoneme (consonant-			b. Recognize and produce rhyming words.				
		vowel-consonant, or CVC) words. *(This does not			b. Recognize and produce myrning words.				
		include CVCs ending with /l/, /r/, or /x/.)			c. Count, pronounce, blend, and segment syllables in				
		d. Add or substitute individual sounds (phonemes) in			spoken words. Blend and segment onsets and rimes of				
		simple, one-syllable words to make new words.			single-syllable spoken words. Blend and segment spoken				
		simple, one-syllable words to make new words.			phonemes to form one-syllable words (e.g., /m/ /a/ /n/).				
					prioriemes to form one synable words (e.g., / m/ / a/ / m/).				
					d. Isolate and pronounce the initial, medial vowel (long				
					and short vowels) and final sounds (phonemes) in three-				
					phoneme words. *(This does not include CVCs ending				
					with /l/, /r/, or /x/.)				
					e. Manipulation of phonemes add, substitute, and				
					delete individual phonemes in simple, one-syllable words				
					to make new words.				
38						Changes made to a,c,e			
39	Reading Standa	ards: Foundational Skills K-2		Reading Standard	s: Foundational Skills K-2	,,,,,			
		ord Recognition		Phonics and Word					
40	. Homes and W	ora necognition	I	i nomes and word	necognition	I	1	1	1

	АВ	С	D	Е	F	G	Н	I
K.RF.3	Know and apply grade-level phonics and word an	nalysis	K.RF.3	Know and apply grade-level phonics and word analysis				
	skills in decoding words.			skills in decoding words.				
	a. Demonstrate basic knowledge of one-to-one			a. Demonstrate basic knowledge of one-to-one				
	letter-sound correspondences by producing the			letter-sound correspondence by producing the most				
	primary or many of the most frequent sound for			frequent sound(s) for each consonant and the five major				
	each consonant.			vowels.				
	b. Associate the long and short sounds with			b. Decode regularly spelled closed syllable words.				
	common spellings (graphemes) for the five major	r						
	vowels.			c. Read the 50 most common high-frequency words by				
				sight from a research-based word list.				
	c. Read common high-frequency words by sight							
	(e.g., the, of, to, you, she, my, is, are, do, does).			d. Distinguish between similarly spelled words by				
				identifying the sounds of the letters that differ.				
	d. Distinguish between similarly spelled words by	y						
	identifying the sounds of the letters that differ.							
41	. 5				Changes made to a.			
42 Fluency	су		Fluency					
K.RF.4	Read emergent-reader texts with purpose and		K.RF.4	Read emergent-reader texts with purpose and				
43	understanding.			understanding.	no changes			

compose opinion places in which they will a reader the section of the control from your welling should ask and other than your welling should ask and other than your welling should ask than an apprison or preference about the type of the account of the book file you. If you we look file you file you have book file you	I
N. W. Use a combination of drawing, dichating, and withing to proceed or the control of the	
Compose opinion prices in which they paid a reader to the same write to the year writing should and draw and unplaint or preference about the paid and the paid of the same and the topic or the same of the book they are writing should and draw and preference about the topic or the same of the book they are writing should and eath as a popular for preference about the topic or the same of the book they are writing should and eath as a popular for preference about the topic or the same of the book they are writing should and eath as a popular for preference about the topic or the same of the book they are writing should and eath as a popular for preference about the topic or the same of the book they are writing should and eath as a popular for preference about the topic or the same of the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and they are should be a second to the same and support from adults. With guidance and support from adults, the same and they are should be a second to the same and support from adults, predate has been and support from adults, predate has been and support from adults, predate which support from adults, produce writing and support from adults, produce writing and support from adults, produce writing support from adults, produce writing support from adults, produce writing support from adults, produce writing support from adults, produce writing support from adults, produce writing support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adults, propose and support from adul	
Add writings in the largement of preference with the parameter of the standard Willing pulsaries and provide a reaction to drawing, dictating, and writing to compose informative/splantatory tests in which they compose informative/splantatory tests in which they compose informative/splantatory tests in which they compose informative/splantatory tests in which they compose informative about the topic. VW3	nce and support from a combination of ctating, and writing to pinion pieces in which eader the topic or the e book they are writing
E.W.2 Use a combination of traveling distating, and writing to compose informatelyce/partantyry tests in which they name what they are writing about that topic. E.W.3 Use a combination of drawing, distating, and writing to information about the topic. E.W.3 Use a combination of drawing, distating, and writing to carried a single event or several loosely finded events, the standard "With guidance and support from adults."	state an opinion or about the topic or My favorite book is
compose informative/explanatory tests in which they name what they are writing about and supply some information about the topic. ### Add verticage to the beginning of the standard With pushence and support from about the topic. ### Add verticage to the beginning of the standard With pushence and support from about the vertical book of provide a reaction to what happened. ### Production and Distribution of Writing ### Add verticage to the beginning of the standard to provide a reaction to what happened. ### Production and Distribution of Writing ### Add verticage to the beginning of the standard to provide a reaction to what happened. ### Production and Distribution of Writing ### Add verticage to the beginning of the standard to provide a reaction to what happened. ### Production and Distribution of Writing ### Add verticage to the beginning of the standard to the standard Writing to the standard Writing to the standard Writing to the standard Writing to the standard Writing to the standard Writing to the standard Writing to the standard to th	
Add writings to the beginning of the standard "Whit guidance and support from adults, use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. Add writings to the beginning of the standard "Whit guidance and support from adults, use dading, use dading, use dading, use the standard "Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Brade-specific expectations for writing types are defined in standards) AZK.W.4 Whit guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. AZK.W.4 Whit guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.	nce and support from a combination of ctating, and writing to iformative/explanatory ich they name what iting about and supply
Section 2015 Sect	mation about the topic
harartae a single event or several loosely linked events, tell about the vents in the morter in which they occurred, and provide a reaction to what happened. Add verbiage to the beginning of the standard "With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Cirade-specific expectations for writing (e.g., classroom rules, experiments), note of responsible to task and purpose, classroom rules, experiments, note/messages, finally suppose. KW.5 KW.5 KW.5 Add verbiage to the beginning of the standard "With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, Cirade-specific expectations for writing types are defined in standards 1–3 above). Liminate AZK.W.4 With guidance and support from adults, produce from supports to task and purpose, Cirade-specific expectations for writing (e.g., classroom rules, experiments), note of messages, finally suppose, Cirade-specific expectations for writing types are defined in standards 1–3 above). KW.5 KW.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. KW.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. KW.6	nce and support from
anarrate as a support from adults, production and Distribution of Writing K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing (expectations for writing for expectations for writing (expectations for writing for expectations for writ	a combination of
Add verbiage to the beginning of the standard 'With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing (exp. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/ables) in which the development and organization or washing (exp. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/ables) in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing (exp. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/ables) in which the development and organization are appropriate to task and purpose. (Finde-specific expectations from adults, produce functional writing (exp. classroom rules, experiments, notes/messages, friendly letters, labels, graphs/ables) in which the development and organization are appropriate to task and purpose. (Finde-specific expectations for writing types are defined in standards 1-3 above). X.W.S	ctating, and writing to
48	ngle event or several ed events, tell about in the order in which ed, and provide a
Production and Distribution of Writing Production and Distribution of Writing	what happened.
K.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, (Grade-specific expectations for writing types are defined in standards 1–3 above). No changes	
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expectations for writing types are defined in standards 1–3 above). AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 AZ.K.W.4 Eliminate AZ.K.W.4 Eliminate AZ.K.W.4 Similabels, graphs/tables) in which the development and organization are appropriate to task and purpose. K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 K.W.6 Refinement agreed to by group.	
1-3 above . 1-3 above . 1-3 above . 1-3 above . No changes	
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K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 K.W.5 With guidance and support from adults, respond to questions from peers and add details to strengthen writing as needed. K.W.6 K.W.5 With guidance and support from adults, respond to questions from peers and add details to strengthen writing as needed. Refinement agreed to by group.	
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Refinement agreed to by group.	
questions and suggestions from peers and add details to strengthen writing as needed. K.W.6 questions and suggestions from peers and add details to strengthen writing as needed. Refinement agreed to by group.	
52 strengthen writing as needed. strengthen writing as needed. K.W.6 K.W.6	
K.W.6 K.W.6	
With guidance and cunnort from adults, evalore a limit of the guidance and cunnort from adults, evalore a variety limit of the guidance and cunnort from adults.	
With guidance and support from adults, explore a With guidance and support from adults, explore a variety variety of digital tools to produce and publish writing, of digital tools to produce and publish writing, including	
including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, including in collaboration with peers. Solid lighted tools to produce and publish writing, Solid lighted tools to produce	
53 Inicidating in Collaboration with peers. In Collaboration with peers. In Collaboration with peers. 54 Research to Build and Present Knowledge Research to Build and Present Knowledge	

А	В	С	D	E	F	G	Н	I
K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	No changes		Add verbiage to the beginning of the standard "With guidance and	With guidance and support from adults, participate in shared research and writing projects. (e.g., explore a number of books by a favorite author and express
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	No changes			
57 K.W.9	(Begins in grade 4)		K.W.9	(Begins in grade 4)	3			
58 Range of W	/riting		Range of Writing					
59 K.W.10	(Begins in grade 3)		K.W.10	(Begins in grade 3)				

	^	T 5	С	D	T -	F			т
60	A Speaking and I	B listaning Standards			E E	F	G	Н	1
	60 Speaking and Listening Standards 61 Comprehension and Collaboration			Speaking and Listening Standards Comprehension and Collaboration					
01	K.SL.1	Participate in collaborative conversations with diverse		•	Participate in collaborative conversations with diverse				
	K.SL.1	·			1				
		partners about kindergarten topics and texts with peers			partners about kindergarten topics and texts with peers				
		and adults in small and larger groups.			and adults in small and larger groups.				
		a. Follow agreed-upon rules for discussions (e.g.,			a. Follow agreed-upon rules for discussions (e.g., listening				
		listening to others, taking turns speaking about the			to others, taking turns speaking about the topics and				
		topics and texts under discussion).			texts under discussion).				
		topics and texts under discussion).			texts under discussion).				
		b. Continue a conversation through multiple exchanges.			b. Continue a conversation through multiple exchanges.				
		b. Continue a conversation through mattiple exchanges.			b. Continue a conversation through mattiple exchanges.				
62						No changes			
	K.SL.2	Confirm understanding of a text read aloud or		K.SL.2	Confirm understanding of a text read aloud or	Ŭ			
		information presented orally or through other media by			information presented orally or through other media by				
		asking and answering questions about key details and			asking and answering questions about key details and				
		requesting clarification if something is not understood.			requesting clarification if something is not understood.				
63						No changes			
	K.SL.3	Ask and answer questions in order to seek help, get		K.SL.3	Ask and answer questions in order to seek help, get				
		information, or clarify something that is not understood.			information, or clarify something that is not understood.				
64						No changes			
65		f Knowledge and Ideas			nowledge and Ideas				
		Describe familiar people, places, things, and events and,			Describe familiar people, places, things, and events and,				
		with prompting and support, provide additional detail.			with prompting and support, provide additional detail.				
66						No changes			
	K.SL.5	Add drawings or other visual displays to descriptions as		K.SL.5	Add drawings or other visual displays to descriptions as				
		desired to provide additional detail.			desired to provide additional detail.				
67						No changes			
	K.SL.6	Speak audibly and express thoughts, feelings, and ideas		K.SL.6	Speak audibly and express thoughts, feelings, and ideas				
		clearly.			clearly.				
68						No changes			

А	В	С	D	E	F	G	Н	I
69 Language	69 Language Standards		Language Standar	ds				
70 Conventi	70 Conventions of Standard English			andard English				
K.L.1	Demonstrate command of the conventions of Standard		K.L.1	Demonstrate command of the conventions of Standard				
	English grammar and usage when writing or speaking.			English grammar and usage when writing or speaking.				
	a. Print many upper- and lowercase letters.			a. Use frequently occurring nouns and verbs.				
	b. Use frequently occurring nouns and verbs.			b. Form regular plural nouns orally by adding /s/ or /es/				
				(e.g., dog, dogs; wish, wishes).				
	c. Form regular plural nouns orally by adding /s/ or /es/							
	(e.g., dog, dogs; wish, wishes).			c. Understand and use question words				
				(interrogatives) (e.g., who, what, where, when,				
	d. Understand and use question words			why, how).				
	(interrogatives) (e.g., who, what, where, when,							
	why, how).			d. Use the most frequently occurring prepositions (e.g.,				
				to, from, in, out, on, off, for, of, by, with).				
	e. Use the most frequently occurring prepositions (e.g.,							
	to, from, in, out, on, off, for, of, by, with).			e. Produce and expand complete sentences in				
	f Dandung and guard assemble contained in			shared language activities.				
	f. Produce and expand complete sentences in							
	shared language activities.					* K.L.1a was moved to the Writing		
71					Refinement agreed to by group.	Foundation Standards - K.WF.2		
K.L.2	Demonstrate command of the conventions of		K.L.2		Remement agreed to by group.	Touridation Standards - K.WL.2		
N.L.2	Standard English capitalization, punctuation, and		N.E.2			*K.L.2c and K.L.2d were moved to the		
	spelling when writing.			Demonstrate command of the conventions of		Writing Foundations Standards - K.WF.5		
	a. Capitalize the first word in a sentence and the			Standard English capitalization, punctuation, and		and K.WF.6.		
	pronoun I.			spelling when writing.				
	b. Recognize and name end punctuation.			a. Capitalize the first word in a sentence and the				
	c. Write a letter or letters for most consonant and			pronoun I.				
	short-vowel sounds (phonemes).			b. Recognize and name end punctuation.				
	d. Spell simple words phonetically, drawing on			,				
72	knowledge of sound-letter relationships.				Refinement agreed to by group.			
73 Knowled	ge of Language		Knowledge of Lan	guage				
74 K.L.3	(Begins in grade 2)	-	K.L.3	(Begins in grade 2)				
75 Vocabula	ry Acquisition and Use		Vocabulary Acqui	sition and Use				

	٨	B.	C	D		F I	G	Г	T t
	K.L.4	Determine or clarify the meaning of unknown and		K.L.4	Determine or clarify the meaning of unknown and	r	G	Add verbiage to the beginning of	With guidance and support from
		multiple-meaning words and phrases based on			multiple-meaning words and phrases based on			the standard "With guidance and	
		kindergarten reading and content.			kindergarten reading and content.			support from adults".	meaning of unknown and
		and content.			and content.			support from dudies :	multiple-meaning words and
		a. Identify new meanings for familiar words and			a. Identify new meanings for familiar words and				phrases based on kindergarten
		apply them accurately (e.g., knowing duck is a			apply them accurately (e.g., knowing duck is a				reading and content.
		bird and learning the verb to duck).			bird and learning the verb to duck).				
									a. Identify new meanings for
		b. Use the most frequently occurring inflections and			b. Use the most frequently occurring inflections and				familiar words and
		affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to			affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to				apply them accurately (e.g.,
		the meaning of an unknown word.			the meaning of an unknown word.				knowing duck is a
									bird and learning the verb to
									duck).
									b. 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.
76						No changes			
	K.L.5	With guidance and support from adults, explore word		K.L.5	With guidance and support from adults, explore word				
		relationships and nuances in word meanings.			relationships and nuances in word meanings.				
		Control of the contro			Control of the contro				
		a. Sort common objects into categories (e.g., shapes,			a. Sort common objects into categories (e.g., shapes,				
		foods) to gain a sense of the concepts the categories represent.			foods) to gain a sense of the concepts the categories represent.				
		the categories represent.			the categories represent.				
		b. Demonstrate understanding of frequently			b. Demonstrate understanding of frequently				
		occurring verbs and adjectives by relating them			occurring verbs and adjectives by relating them				
		to their opposites (antonyms).			to their opposites (antonyms).				
		to their opposites (untorryins).			to their opposites (untorryins).				
		c. Identify real-life connections between words and their			c. Identify real-life connections between words and their				
		use (e.g., note places at school that are colorful).			use (e.g., note places at school that are colorful).				
		((
		d. Distinguish shades of meaning among verbs			d. Distinguish shades of meaning among verbs				
		describing the same general action (e.g., walk,			describing the same general action (e.g., walk,				
		march, strut, prance) by acting out the meanings.			march, strut, prance) by acting out the meanings.				
77						No changes			
	K.L.6	Use words and phrases acquired through conversations,		K.L.6	Use words and phrases acquired through conversations,				With guidance and support from
		reading and being read to, and responding to texts.			reading and being read to, and responding to texts.				adults, use words and phrases
									acquired through conversations,
								Add verbiage to the beginning of	
								the standard "With guidance and	responding to texts.
78						No changes		support from adults".	

	A B	С	D	E	F	G	Н	I
79	Writing Standards: Foundational Skills (*Not present in 2010 standards)			s: Foundational Skills		-		
80				cs and Handwriting				
				Match upper and lower case manuscript letters.				
81			K.WF.2	Write upper and lower case manuscript letters, with	No changes			
			K.VVF.Z	reference to a model.				
82			K.WF.3	Write left to right and space between words.	No changes			
83					No changes			
			K.WF 4	Repeat multi-syllable words and pronounce the separate syllables.				
84			K.WF.5	Segment all the phonemes in two- and three- phoneme	No changes			
			N. VVI .J	syllables and represent those phonemes with letters.				
85					No changes			
			K.WF.6	Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.				
86					No changes			
87			Spelling					
				Represent phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).				
88			K. WF.2		No changes			
89				Write or select an initial or final consonant when a medial vowel is provided.	No changes			
			K. WF.3					
90				Spell VC (at, in) and CVC (pet, mud) words with short vowel sounds.	No changes			
			K. WF.4					
91				Write the 20 most frequently used words accurately, using a research based list.	Changes madeadded "using a resear	ch based list".		
				Attempt phonetic spelling of unknown words.				
92 93			K. WF.5		No changes			
93								