English Language Arts
2017 / 2010 Kansas Standards Crosswalk

This document provides a visual representation of the changes made in 2017 to grades K-10 Kansas ELA Standards as compared to the previous 2010 Standards.

Changes Breakdown document: Provides a brief listing of almost all changes.
Does not include minor changes of word order or the addition of a single comma, for example.

Crosswalk document: Provides an in-depth look at the 2017 and 2010 standards and any changes between the two.
Use the links below if you want to see a specific grade or strand within a grade.

<u>Note about Examples Provided in Standards</u>:

In order to give teachers greater freedom and to more greatly differentiate Kansas's state standards from the national standards, examples provided within the 2010 standards often were altered in the 2017 revision. In some cases, examples were added or changed, while in others examples were removed. The standard below illustrates one such instance:

2010
> <u>RL.10.9</u> – Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

2017
> <u>RL.10.9</u> – Analyze how an author draws on and transforms source material in a specific work.

If the only change to a standard was the addition, editing, or removal of specific examples, these alterations *are not noted* in either the Changes Breakdown or the Crosswalk. Such changes are noted only when there are other changes to a standard.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Writing	W.2.1	W.2.1	Deletion / Addition	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.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.
	None	W.3-5.1.a	Addition	Not included.	Know the difference between fact/opinion.
	W.10.2	W.10.2	Deletion / Addition	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.10.3a	W.10.3.a	Deletion	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Writing (Continued)	W.3-7.4	W.3-7.4	Deletion	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.)	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	W.x.5	W.x.5	Deletion	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade X on page X [of the CCSS].)	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.8.9a-b	None	Deletion	a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, and character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").	Not included.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Writing (Continued)	W.8.9a-b (cont.)			b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Deliniate 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.").	Not included.
	W.10.9a-b	None	Deletion	a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and 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].").	Not included.
				b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Deliniate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").	Not included.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Speaking & Listening	SL.10.1a	SL.10.1.a	Deletion / Addition	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.2.4	SL.2.4	Deletion / Addition	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.
	SL.K-1.6	SL.K-1.6	Deletion / Addition	K.6. Speak audibly to express thoughts, feelings, and ideas clearly. 1.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
	SL.2-10.6	SL.2-10.6	Deletion	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade X Language standards 1 and 3 on page 54 [of the CCSS] for specific expectations.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Speaking & Listening (Continued)	SL.2.6	SL.2.6	Deletion / Addition	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 on page 26 [of the CCSS] for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.
	None	SL.3.7.h	Addition	Not included.	Produce simple, compound, and complex sentences.
	None	SL.4.7.i	Addition	Not included.	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
Reading: Foundational	None	RF.1.1.a	Addition	Not included.	Demonstrate book orientation knowledge.
	None	RF.1.1.b	Addition	Not included.	Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).
	RF.K.1c	RF.K.1.c	Deletion	Understand that words are separated by spaces in print.	Understand that words are separated by spaces in print and can point with one-to-one correspondence.
	RF.K.1d	RF.K.1.d	Deletion	Recognize and name all upper- and lowercase letters of the alphabet.	Not included.
	RF.K.2a	RF.K.2.d	Addition	Recognize and produce rhyming words.	Recognize and produce rhyming words (if culturally appropriate).

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Reading: Foundational (Continued)	RF.1-2.3g/f	RF.1-2.3.g/f	Deletion	Recognize and read grade-appropriate irregularly spelled words.	Recognize and read grade-appropriate words.
	RF.4-5.3	RF.4-5.3	Addition	Know and apply grade-level phonics and word analysis skills in decoding.	Know and apply grade-level phonics and word analysis skills in decodingwords. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.
	RF.4-5.3a		Deletion / Addition	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words accurately in context and out of context.	
	RF.K.4	RF.K.4	Addition	Read emergent-reader texts with purpose and understanding.	With prompting and support, read emergent-reader texts with purpose and understanding.
Reading: Literature	RL.10.2	RL.10.2	Deletion	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.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
	RL.10.6	RL.10.6	Deletion	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.	Analyze a particular point of view or cultural experience reflected in a work of literature.

	2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Reading: Literature (Continued)	RL.10.7	RL.10.7	Deletion / Addition	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 "Musee des Beaux Arts" and Breughal's Landscape with the Fall of Icarus).	Analyze and evaluate the representation of a subject or a key scene as it is represented in multiple media formats.
	RL.K.10	RL.K.13	Deletion / Addition	Actively engage in group reading activities with purpose and understanding.	Listen to high-quality prose and poetry of appropriate complexity for Kindergarten.
	RL.1-10.10	RL.1-10.13	Moved / Deletion / Addition	Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades x-x text complexity band independently and proficiently.	Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade X.
Reading: Informational	RI.10.2	RI.10.2	Deletion	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.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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Reading: Informational (Continued)	RI.10.9	RI.10.9	Deletion	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
	RI.K.10	RI.K.13	Addition	Actively engage in group reading activities with purpose and understanding.	Actively engage in individual or group readings of informational text with purpose and understanding.
	RI.1-10.10	RI.1-10.13	Moved / Deletion / Addition	Read and comprehend literary nonfiction at the high end of the grades x-x text complexity band independently and proficiently.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade X.
Language	L.K-8.1	W.K-8.10	Moved / Deletion	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.
	L.1.1g-i	W.1.10.f	Moved / Deletion / Addition	1f. Use frequently occuring adjectives. 1g. Use frequently occuring conjunctions (e.g., and, but, or, so, because). 1h. Use determiners (e.g., articles, demonstratives).	Use frequently occurring adjectives, conjunctions, articles, and prepositions when writing.

2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
L.1.1g-i (cont.)			1i. Use frequently occuring prepositions (e.g., during, beyond, toward).	
L.4.1a	W.4.10.b	Moved / Addition	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	Form and use relative pronouns and relative adverbs.
L.6.1e	W.6.10.f	Moved / Deletion	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.
L.10.1	W.10.10	Moved	Language unchanged.	
L.x.1	SL.x.7	Moved / Deletion	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
L.1.1f-i	SL.1.7.e	Moved / Deletion	1f. Use frequently occuring adjectives. 1g. Use frequently occuring conjunctions (e.g., and, but, or, so, because). 1h. Use determiners (e.g., articles, demonstratives). 1i. Use frequently occuring prepositions (e.g., during, beyond, toward).	Use frequently occurring adjectives, conjunctions, articles, and prepositions when speaking.

Language (Continued)

2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
L.2.1e	SL.2.7.e	Moved / Deletion / Addition	Use adjectives and adverbs, and choose between them depending on what is to be modified.	Use context-appropriate adjectives and adverbs.
L.3.1b	SL.3.7.c	Moved / Deletion / Addition	Form and use regular and irregular plural nouns.	Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
L.3.1c			Use abstract nouns (e.g., childhood).	
L.3.1d			Form and use regular and irregular verbs.	
L.6.1e	SL.6.7.f	Moved / Deletion	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.
L.x.2	W.x.11	Moved	Language unchanged.	
L.10.2a	W.10.11.a	Moved / Deletion	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Use a semicolon to link two or more closely related independent clauses.
L.x.3a	SL.x.7.a	Moved	Language unchanged.	
L.2-5.3	RL/RI.2-5.10	Moved / Addition	x.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in **blue**.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in **red**.
Language (Continued)				
L.2-5.3a/b/c (cont.)	RL/RI.2-5.10 (cont.)		2.3a. Compare formal and informal uses of English.	2.10. Use knowledge of language and its conventions to compare formal and informal uses of English.
			3.3b. Recognize and observe differences between the conventions of spoken and written standard English.	3.10. Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.
			4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4.10. Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
			5.3b. Compare and contrast the varities of English (e.g., dialects, registers) used in stories, dramas, or poems.	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.
L.6-8.3	RL/RI.6-8.10	Moved / Deletion / Addition	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
L.10.3	RL/RI.10.10	Moved	Language unchanged.	
L.x.4	RL/RI.x.11	Moved	Most language unchanged.	

2010 Standards	2017 Standards	Type of Change	KS 2010 Standards Language Elements deleted in 2017 are indicated in blue.	KS 2017 Standards Language *Except for deletions*, departures from 2010 are indicated in red.
L.4.4b	RL/RI.4.11.b	Moved / Deletion / Addition	Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.
L.x.5	RL/RI.x.12	Moved	Most language unchanged.	
L.3.5a	RL.3.12.a	Deletion / Addition	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Distinguish the literal and figurative meanings of words and phrases in context.
L.x.6	SL.x.8	Moved	Most language unchanged.	
L.K.6	SL.K.8	Deletion / Moved	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing	Text Types & Purposes	W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	None	W.K.1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are rewriting about and state an opinion or preference about the topic or book (e.g., My favorite book is .. .).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	None	W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	No standard	None	No standard
		No standard	None	No standard
		W.K.3 - 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.	None	W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Production & Distribution of Writing	Begins in Grade 3.	None	Begins in Grade 3.
		W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	None	W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing (Cont.)*	W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	None	W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build & Present Knowledge	W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	None	W.K.7 - Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Research to Build & Present Knowledge (Continued)	W.K.8 - With guidance and support from adults, gather information from provided sources to answer a question.	None	W.K.8 - With guidance and support from adults, gather information from provided sources to answer a question.
		Begins in Grade 4.	None	Begins in Grade 4.
		Begins in Grade 4.	None	Begins in Grade 4.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Research to Build... (Cont.)	Begins in Grade 4.	None	Begins in Grade 4.
	Language in Writing	W.K.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing~~or speaking~~.	L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.K.10.a - Print many upper- and lowercase letters.	None	L.K.1a - Print many upper- and lowercase letters.
		W.K.10.b - Use frequently occurring nouns and verbs in writing.	Use frequently occurring nouns and verbs *in writing*.	L.K.1b -Use frequently occurring nouns and verbs.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.K.10.c - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	None	L.K.1d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
		W.K.10.d - Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).	Use the most frequently occurring prepositions *in written work* (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
		W.K.10.e - Produce and expand complete sentences in shared language activities.	None	L.K.1f - Produce and expand complete sentences in shared language activities.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.K.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.K.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.K.11.a - Capitalize the first word in a sentence and the pronoun I.	None	L.K.2a - Capitalize the first word in a sentence and the pronoun I.
		W.K.11.b - Recognize and name end punctuation.	None	L.K.2b - Recognize and name end punctuation.
		W.K.11.c - Write a letter or letters for most consonant and short vowel sounds.	None	L.K.2c - Write a letter or letters for most consonant and short vowel sounds (phonemes).
		W.K.11.d - Spell simple words phonetically, drawing on knowledge of letter-sound relationships.	None	L.K.2d - Spell simple words phonetically, drawing on knowledge of letter-sound relationships.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	Begins in Grade 3.	None	Begins in Grade 3.
Speaking and Listening	Comprehension & Collaboration	SL.K.1 - Participate in collaborative conversations about Kindergarten topics and texts with peers and adults in small and large groups.	None	SL.K.1 - Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and larger groups.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	Comprehension & Collaboration (Continued)	SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	None	SL.K.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
		SL.K.1.b - Continue a conversation through multiple exchanges.	None	SL.K.1.b - Continue a conversation through multiple exchanges.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	No standard	None	No standard
		SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	None	SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
		SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	None	SL.K.3 - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	Presentation of Knowledge & Ideas	SL.K.4 - Use details to describe familiar people, places, things, and/or events with prompting and support.	*Use details to* ~~D~~describe familiar people, places, things, and/or events with prompting and support~~, provide additional detail~~.	SL.K.4 - Describe familiar people, places, things, and/or events with prompting and support, provide additional detail.
		SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.	None	SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.
		SL.K.6 - Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	Speak ~~audibly~~ *with appropriate volume, enunciation, and rate in order* to express thoughts, feelings, and ideas clearly.	SL.K.6 - Speak audibly to express thoughts, feelings, and ideas clearly.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.K.7 - Demonstrate command of the conventions of standards English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.K.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.K.7.a - Use frequently occurring nouns and verbs in speech.	Use frequently occurring nouns and verbs *in speech* .	L.K.1b -Use frequently occurring nouns and verbs.
		SL.K.7.b - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	None	L.K.1c - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
		SL.K.7.c - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	None	L.K.1d - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
		SL.K.7.d - Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with).	Use the most frequently occurring prepositions *in written work* (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Strand	Line	Kindergarten		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	Language in Speaking & Listening (Continued)	SL.K.7.e - Produce and expand complete sentences in shared language activities.	None	L.K.1f - Produce and expand complete sentences in shared language activities.
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	*None*	No standard
		SL.K.8 - Use words and phrases acquired through conversations, reading, and through being read to.	Use words and phrases acquired through conversations, reading and being read to, ~~and responding to texts~~.	L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
Reading: Foundational	*Print Concepts*	RF.K.1 - Demonstrate understanding of the organization and basic features of print.	None	RF.K.1 - Demonstrate understanding of the organization and basic features of print.
		RF.K.1.a - Follow words from left to right, top to bottom, and page by page.	None	RF.K.1a - Follow words from left to right, top to bottom, and page by page.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	Print Concepts (Continued)	RF.K.1.b - Recognize that spoken words are represented in written language by specific sequences of letters.	None	RF.K.1b - Recognize that spoken words are represented in written language by specific sequences of letters.
		RF.K.1.c - Understand that words are separated by spaces in print and can point with one-to-one correspondence.	Understand that words are separated by spaces in print *and can point with one-to-one correspondence* .	RF.K.1c - Understand that words are separated by spaces in print.
		No standard	~~Recognize and name all upper- and lowercase letters of the alphabet.~~	RF.K.1d - Recognize and name all upper- and lowercase letters of the alphabet.
	Phonological Awareness	RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	None	RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		RF.K.2.a - Recognize and produce rhyming words (if culturally appropriate).	Recognize and produce rhyming words *(if culturally appropriate).*	RF.K.2a - Recognize and produce rhyming words.
		RF.K.2.b - Count, pronounce, blend, and segment syllables in spoken words.	None	RK.K.2b - Count, pronounce, blend, and segment syllables in spoken words.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	RF.K.2.c - Blend and segment onsets and rimes of single-syllable spoken words.	None	RF.K.2c - Blend and segment onsets and rimes of single-syllable spoken words.
		RF.K.2.d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.)	None	RF.K.2d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.)
		RF.K.2.e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	None	RF.K.2e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	Phonics & Word Recognition	RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.	None	RF.K.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
		RF.K.3.a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	None	RF.K.3a - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonics & Word Recognition (Continued)*	RF.K.3.b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	None	RF.K.3b - Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
		RF.K.3.c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	None	RF.K.3c - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
		RF.K.3.d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).	None	RF.K.3d - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		No standard	None	No standard
		No standard	None	No standard
	Fluency	RF.K.4 - With prompting and support, read emergent-reader texts with purpose and understanding.	*With prompting and support*, read emergent-reader texts with purpose and understanding.	RF.K.4 - Read emergent-reader texts with purpose and understanding.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Fluency (Continued)	No standard	None	No standard
		No standard	None	No standard
Reading: Literature	Key Ideas & Details	RL.K.1 - With prompting and support, students will ask and answer questions about key details in a text.	With prompting and support, *students will* ask and answer questions about key details in a text.	RL.K.1 - With prompting and support, ask and answer questions about key details in a text.
		RL.K.2 - With prompting and support, retell familiar stories, including key details.	None	RL.K.2 - With prompting and support, retell familiar stories, including key details.
		RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.	None	RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Craft & Structure*	RL.K.4 - Ask and answer questions about unknown words in a text.	None	RL.K.4 - Ask and answer questions about unknown words in a text.
		RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).	None	RL.K.5 - Recognize common types of texts (e.g., storybooks, poems).
		RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	None	RL.K.6 - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	None	RL.K.7 - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
		RL.K.8 - N/A to Literature	None	RL.K.8 - N/A to Literature
		RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	None	RL.K.9 - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	Language in Reading: Literature	Begins in Grade 2.	None	Begins in Grade 2.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.K.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	None	L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
		RL.K.11.a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).	None	L.K.4a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
		RL.K.11.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.	None	L.K.4b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		RL.K.12 - With guidance and support from adults, explore word relationships and nuances in word meanings.	None	L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.
		RL.K.12.a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	None	L.K.5a - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	RL.K.12.b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	None	L.K.5b - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
		RL.K.12.c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).	None	L.K.5c - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
		RL.K.12.d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	None	L.K.5d - Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Strand	Line	Kindergarten		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Range of Reading & Level of Text	RL.K.13 - Listen to high-quality prose and poetry of appropriate complexity for Kindergarten.	*Listen to high-quality prose and poetry of appropriate complexity for Kindergarten.* ~~Actively engage in group reading activities with purpose and understanding.~~	RL.K.10 - Actively engage in group reading activities with purpose and understanding.
Reading: Informational	Key Ideas & Details	RI.K.1 - With prompting and support, ask and answer questions about key details in a text.	None	RI.K.1 - With prompting and support, ask and answer questions about key details in a text.
		RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.	None	RI.K.2 - With prompting and support, identify the main topic and retell key details of a text.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	**Key Ideas & Details (Continued)**	RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	None	RI.K.3 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Craft & Structure	RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.	None	RI.K.4 - With prompting and support, ask and answer questions about unknown words in a text.
		RI.K.5 - Identify the front cover, back cover, and title page of a book.	None	RI.K.5 - Identify the front cover, back cover, and title page of a book.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Craft & Structure (Continued)	RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	None	RI.K.6 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
	Integration of Knowledge & Ideas	RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	None	RI.K.7 - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.	None	RI.K.8 - With prompting and support, identify the reasons an author gives to support points in a text.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	None	RI.K.9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Language in Reading: Informational	Begins in Grade 2.	None	Begins in Grade 2.
		RI.K.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.	None	L.K.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	Language in Reading: Informational (Continued)	RI.K.11.a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).	None	L.K.4a - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).
		RI.K.11.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.	None	L.K.4b - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	No standard	None	No standard
		No standard	None	No standard
		RI.K.12 - With guidance and support from adults, explore word relationships and nuances in word meanings.	None	L.K.5 - With guidance and support from adults, explore word relationships and nuances in word meanings.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Kindergarten		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.K.13 - Actively engage in individual or group readings of informational text with purpose and understanding.	Actively engage in *individual or group reading*s *of informational text* with purpose and understanding.	RI.K.10 - Actively engage in group reading activities with purpose and understanding.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	None	W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	None	W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	None	W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
		No standard	None	No standard

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing*	Begins in Grade 3.	None	Begins in Grade 3.
		W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	None	W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	None	W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build & Present Knowledge	W.1.7 - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	None	W.1.7 - Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	None	W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		Begins in Grade 4.	None	Begins in Grade 4.
		Begins in Grade 4.	None	Begins in Grade 4.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Research to Build... (Cont.)**	Begins in Grade 4.	None	Begins in Grade 4.
	Language in Writing	W.1.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	None	L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing.
		W.1.10.a - Print all upper- and lowercase letters.	None	L.1.1a - Print all upper- and lowercase letters.
		W.1.10.b - Use common, proper, and possessive nouns when writing.	Use common, proper, and possessive nouns *when writing*.	L.1.1b - Use common, proper, and possessive nouns.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.1.10.c - Use singular and plural nouns with matching verbs in basic sentences.	None	L.1.1c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		W.1.10.d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my).	None	L.1.1d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
		W.1.10.e - Use verbs to convey a sense of past, present and future when writing.	Use verbs to convey a sense of past, present and future *when writing*.	L.1.1e - Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
		W.1.10.f - Use frequently occurring adjectives, conjunctions, articles, and prepositions when writing.	Use frequently occurring ~~adjectives,.~~ Use frequently ~~occurring~~ conjunctions, ~~(e.g., and, but, or, so, because). Use determiners~~ (e.g. articles, ~~demonstratives). Use frequently occurring~~ and prepositions *when writing* ~~(e.g. during, beyond, toward).~~	L.1.1f - Use frequently occuring adjectives. *(Combines with L.1.1g, L.1.1h, and L.1.1i into W.1.10.f.)*

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.1.10.f (cont.)		L.1.1g - Use frequently occuring conjunctions (e.g., and, but, or, so, because). *(Combines with L.1.1g, L.1.1h, and L.1.1i into W.1.10.f.)*
				L.1.1h - Use determiners (e.g., articles, demonstratives). *(Combines with L.1.1g, L.1.1h, and L.1.1i into W.1.10.f.)*
				L.1.1i - Use frequently occuring prepositions (e.g., during, beyond, toward). *(Combines with L.1.1g, L.1.1h, and L.1.1i into W.1.10.f.)*
		W.1.10.g - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	None	L.1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		W.1.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.1.11.a - Capitalize dates and names of people.	None	L.1.2a - Capitalize dates and names of people.
		W.1.11.b - Use end punctuation for sentences.	None	L.1.2b - Use end punctuation for sentences.
		W.1.11.c - Use commas in dates and to separate single words in a series.	None	L.1.2c - Use commas in dates and to separate single words in a series.
		W.1.11.d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	None	L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
		W.1.11.e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	None	L.1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	Begins in Grade 3.	None	Begins in Grade 3.
Speaking and Listening	*Comprehension & Collaboration*	SL.1.1 - Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups.	None	SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.1.1.a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	None	SL.1.1a - Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
		SL.1.1.b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	None	SL.1.1b - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		SL.1.1.c - Ask questions to clear up any confusion about the topics and texts under discussion.	None	SL.11.c - Ask questions to clear up any confusion about the topics and texts under discussion.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	No standard	None	No standard
		SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	None	SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
		SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	None	SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.1.4 - Use relevant details to describe people, places, things, and events, expressing ideas and feelings clearly.	*Use relevant details to* ~~D~~*d*escribe people, places, things, and events ~~with relevant details~~, expressing ideas and feelings clearly.	SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
		SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	None	SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
		SL.1.6 - Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	~~Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)~~ *Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.*	SL.1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	Language in Speaking & Listening	SL.1.7 - Demonstrate command of the conventions of standard English grammar and usage when speaking.	None	L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.1.7.a - Use common, proper, and possessive nouns when speaking.	Use common, proper, and possessive nouns *when speaking*.	L.1.1b - Use common, proper, and possessive nouns.
		SL.1.7.b - Use singular and plural nouns with matching verbs in basic sentences when speaking.	Use singular and plural nouns with matching verbs in basic sentences *when speaking*.	L.1.1c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
		SL.1.7.c - Use personal, possessive, and indefinite pronouns when speaking.	Use personal, possessive, and indefinite pronouns *when speaking*.	L.1.1d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
		SL.1.7.d - Use verbs to convey a sense of past, present, and future when speaking.	Use verbs to convey a sense of past, present, and future *when speaking*.	L.1.1e - Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.1.7.e - Use frequently occurring adjectives, conjunctions, articles, and prepositions when speaking.	Use frequently occuring adjectives, ~~Use frequently occuring~~ conjunctions, ~~(e.g., and, but, or, so, because). Use~~ determiners ~~(e.g.~~ articles, ~~demonstratives). Use frequently occuring~~ ~~and~~ prepositions *when speaking* ~~(e.g. during, beyond, toward).~~	L.1.1f - Use frequently occuring adjectives. *(Combines with L.1.1g, L.1.1h, and L.1.1i into SL.1.7.e.)*
				L.1.1g - Use frequently occuring conjunctions (e.g., and, but, or, so, because). *(Combines with L.1.1f, L.1.1h, and L.1.1i into SL.1.7.e.)*
				L.1.1h - Use determiners (e.g., articles, demonstratives). *(Combines with L.1.1f, L.1.1g, and L.1.1i into SL.1.7.e.)*
				L.1.1i - Use frequently occuring prepositions (e.g., during, beyond, toward). *(Combines with L.1.1f, L.1.1g, and L.1.1h into SL.1.7.e.)*

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.1.7.f - Orally produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	*Orally* produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L.1.1j - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
		No standard	None	No standard
		SL.1.8 - 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.	None	L.1.6 - 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).
Reading: Foundational	*Print Concepts*	RF.1.1 - Demonstrate understanding of the organization and basic features of print.	None	RF.1.1 - Demonstrate understanding of the organization and basic features of print.
		RF.1.1.a - Demonstrate book orientation knowledge.	*Demonstrate book orientation knowledge.*	No standard

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	**Print Concepts (Continued)**	RF.1.1.b - Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).	*Have an understanding of important reading terminology (e.g., word(s), letter(s), beginning of sentence, top of the page, bottom of the page).*	No standard
		RF.1.1.c - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	None	RF.1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitlization, ending punctuation).
		No standard	None	No standard
	Phonological Awareness	RF.1.2 - Demonstrate understanding of spoken words, syllables, and phonemes.	Demonstrate understanding of spoken words, syllables, and ~~sounds~~ (phonemes).	RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
		RF.1.2.a - Distinguish long from short vowel sounds in spoken single-syllable words.	None	RF.1.2.a - Distinguish long from short vowel sounds in spoken single-syllable words.
		RF.1.2.b - Orally produce single-syllable words by blending phonemes, including consonant blends.	Orally produce single-syllable words by blending ~~sound~~ (phonemes), including consonant blends.	RF.1.2.b - Orally produce single-syllable words by blending sound (phonemes), including consonant blends.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	RF.1.2.c - Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words.	Isolate and produce initial, medial vowel, and final ~~sounds~~ (phonemes) in spoken single-syllable words.	RF.1.2.c - Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
		RF.1.2.d - Orally segment single-syllable words into their complete sequence of individual phonemes.	Orally segment single-syllable words into their complete sequence of individual ~~sounds~~ (phonemes).	RF.1.2.d - Orally segment single-syllable words into their complete sequence of individual sounds (phonemes).
		No standard	None	No standard
	Phonics & Word Recognition	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.	None	RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
		RF.1.3.a - Know the sound-spelling correspondences for common consonant digraphs.	None	RF.1.3a - Know the sound-spelling correspondences for common consonant digraphs.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonics & Word Recognition (Continued)*	RF.1.3.b - Decode regularly spelled one-syllable words.	None	RF.1.3b - Decode regularly spelled one-syllable words.
		RF.1.3.c - Know final -e and common vowel team patterns for representing long vowel sounds.	None	RF.1.3c - Know final -e and common vowel team patterns for representing long vowel sounds.
		RF.1.3.d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	None	RF.1.3d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
		RF.1.3.e - Use vowel patterns to decode two-syllable words by breaking the words into syllables.	*Use vowel patterns to d*~~Decode two~~-syllable words ~~following basic patterns~~ by breaking the words into syllables.	RF.1.3e - Decode two-syllable words following basic patterns by breaking the words into syllables.
		RF.1.3.f - Read words with inflectional endings (e.g., makes, walked, ended, played, going).	None	RF.1.3.f - Read words with inflectional endings.
	Fluency	RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.	None	RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.
		RF.1.4.a - Read on-level text with purpose and understanding.	None	RF.1.4a - Read on-level text with purpose and understanding.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Fluency (Continued)	RF.1.4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	None	RF.1.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		RF.1.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	None	RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	Key Ideas & Details	RL.1.1 - Ask and answer questions about key details in a text.	None	RL.1.1 - Ask and answer questions about key details in a text.
		RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.	None	RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
		RL.1.3 - Describe characters, settings, and major events in a story, using key details.	None	RL.1.3 - Describe characters, settings, and major events in a story, using key details.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	None	RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
		RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	None	RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
		RL.1.6 - Identify who is telling the story at various points in a text.	None	RL.1.6 - Identify who is telling the story at various points in a text.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.	None	RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.
		RL.1.8 - N/A to Literature	None	RL.1.8 - N/A to Literature
		RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.	None	RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.
	Language in Reading: Literature	Begins in Grade 2.	None	Begins in Grade 2.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Literature (Continued)**	RL.1.11 - Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.	None	L.1.4 - Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.
		RL.1.11.a - Use sentence-level context as a clue to the meaning of a word.	Use sentence-level context as a clue to the meaning of a word ~~or phrase~~.	L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RL.1.11.b - Use frequently occurring affixes as a clue to the meaning of a word or phrase.	Use frequently occurring affixes as a clue to the meaning of a word *or phrase*.	L.1.4b - Use frequently occurring affixes as a clue to the meaning of a word.
		RL.1.11.c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	None	L.1.4c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		RL.1.12 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	None	L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
		RL.1.12.a - Sort words into categories to gain a sense of the concepts the categories represent.	None	L.1.5a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	RL.1.12.b -Define words by category and by one or more key attributes.	None	L.1.5b -Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
		RL.1.12.c - Identify real-life connections between words and their uses.	None	L.1.5c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
		RL.1.12.d - Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, swcowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	L.1.5d - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, swcowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Range of Reading & Level of Text	RL.1.13 - With prompting and support, read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.	With prompting and support, read *and comprehend high-quality* prose and poetry of appropriate *quantitative and qualitative* complexity for Grade 1.	RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for Grade 1.
Reading: Informational	Key Ideas & Details	RI.1.1 - Ask and answer questions about key details in a text.	None	RI.1.1 - Ask and answer questions about key details in a text.
		RI.1.2 - Identify the main topic and retell key details of a text.	None	RI.1.2 - Identify the main topic and retell key details of a text.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	**Key Ideas & Details (Continued)**	RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.	None	RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
	Craft & Structure	RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	None	RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
		RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	None	RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Craft & Structure (Continued)	RI.1.6 - Distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	Distinguish between information provided by *illustrations* ~~pictures~~ or other *graphics* ~~illustrations~~ and information provided by the words in a text.	RI.1.6 - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
	Integration of Knowledge & Ideas	RI.1.7 - Use the illustrations and details in a text to describe its key ideas.	None	RI.1.7 - Use the illustrations and details in a text to describe its key ideas.
		RI.1.8 - Identify the reasons an author gives to support points in a text.	None	RI.1.8 - Identify the reasons an author gives to support points in a text.

Strand	Line	Grade 1		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	None	RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
	Language in Reading: Informational	Begins in Grade 2.	None	Begins in Grade 2.
		RI.1.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.	None	L.1.4 - Determine or clarify the meaning of unknown words and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from a variety of strategies.

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.1.11.a - Use sentence-level context as a clue to the meaning of a word.	Use sentence-level context as a clue to the meaning of a word ~~or phrase~~.	L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RI.1.11.b - Use frequently occurring affixes as a clue to the meaning of a word or phrase.	Use frequently occurring affixes as a clue to the meaning of a word o*r phrase*.	L.1.4b - Use frequently occurring affixes as a clue to the meaning of a word.
		RI.1.11.c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	None	L.1.4c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
		No standard	None	No standard

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	No standard	None	No standard
		No standard	None	No standard
		RI.1.12 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	None	L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
		RI.1.12.a - Sort words into categories to gain a sense of the concepts the categories represent.	None	L.1.5a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
		RI.1.12.b - Define words by category and by one or more key attributes.	None	L.1.5b -Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Strand	Line	Grade 1		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	RI.1.12.c - Identify real-life connections between words and their uses.	None	L.1.5c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).
		RI.1.12.d - Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	Distinguish shades of meaning among verbs differing in manner ~~(e.g., look, peek, glance, stare, glare, swcowl) and adjectives differing in intensity (e.g., large, gigantic)~~ by defining or choosing them or by acting out the meanings.	L.1.5d - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, swcowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
	Range of Reading & Level of Text	RI.1.13 - With prompting and support, read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 1.	With prompting and support, read ~~informational texts appropriately~~ *and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity* for grade 1.	RI.1.13 - With prompting and support, read informational texts appropriately complex for grade 1.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.2.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply multiple reasons for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or *name the* book they are writing about, state an opinion, supply *multiple* reasons ~~that support~~ *for* the opinion, ~~use linking words (e.g., because, and, also) to connect opinion and reasons~~ and provide *some sense of closure* ~~a concluding statement or section.~~	W.2.1 - 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.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	None	W.2.2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	No standard	None	No standard
		No standard	None	No standard
		W.2.3 - 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.	None	W.2.3 - 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.
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	Production & Distribution of Writing	Begins in Grade 3.	None	Begins in Grade 3.
		W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	None	W.2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	None	W.2.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
	Research to Build & Present Knowledge	W.2.7 - Participate in shared research and writing projects.	None	W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Research to Build & Present Knowledge (Continued)**	W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.	None	W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.
		Begins in Grade 4.	None	Begins in Grade 4.
		Begins in Grade 4.	None	Begins in Grade 4.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Research to Build... (Cont.)**	Begins in Grade 4.	None	Begins in Grade 4.
	Language in Writing	W.2.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.2.10.a - Use collective nouns when writing.	Use collective nouns *when writing*.	L.2.1a - Use collective nouns (e.g., group).
		W.2.10.b - Form and use frequently occurring irregular plural nouns (e.g., feet).	None	L.2.1b - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.2.10.c - Use reflexive pronouns (e.g., myself).	None	L.2.1c - Use reflexive pronouns (e.g., myself, ourselves).
		W.2.10.d - Form and use past tense of frequently occurring irregular verbs (e.g., told).	None	L.2.1d - Form and use past tense of frequently occurring irregular verbs (e.g., sit, hid, told).
		W.2.10.e - Use adjectives and adverbs, and choose between them depending on what is to be modified.	None	L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.
		W.2.10.f - Produce, expand, and rearrange complete simple and compound sentences.	None	L.2.1f - 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).

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.2.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.2.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 2		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Language in Writing (Continued)	W.2.11.a - Capitalize holidays, product names, and geographic names.	None	L.2.2a - Capitalize holidays, product names, and geographic names.
		W.2.11.b - Use commas in greetings and closings of letters.	None	L.2.2b - Use commas in greetings and closings of letters.
		W.2.11.c - Use an apostrophe to form contractions and frequently occurring possessives.	None	L.2.2c - Use an apostrophe to form contractions and frequently occurring possessives.
		W.2.11.d - Generalize learned spelling patterns when writing words.	None	L.2.2d - Generalize learned spelling patterns when writing words (e.g., cage --> badge; boy --> boil).
		W.2.11.e - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	None	L.2.2e - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	Begins in Grade 3.	None	Begins in Grade 3.
Speaking and Listening	Comprehension & Collaboration	SL.2.1 - Participate in collaborative conversations about Grade 2 topics and texts with peers and adults in small and larger groups.	None	SL.2.1 - Participate in collaborative conversations about Grade 2 topics and texts with peers and adults in small and larger groups.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.2.1.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).	None	SL.2.1a - 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).
		SL.2.1.b - Build on other's talk in conversations by linking their comments to the remarks of others.	None	SL.2.1b - Build on other's talk in conversations by linking their comments to the remarks of others.
		SL.2.1.c - Ask for clarification and further explanation as needed about the topics and texts under discussion.	None	SL.2.1c - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	No standard	None	No standard
		SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	None	SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
		SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	None	SL.2.3 - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking ~~audibly~~ *with appropriate volume, enunciation, and rate* in coherent sentences.	SL.2.4 - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
		SL.2.5 - 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.	None	SL.2.5 - 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.
		SL.2.6 - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating grammatically correct English.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification *while demonstrating grammatically correct English*. ~~(See grade 2 Language standards 1 and 3 on page 26 [of the CCSS] for specific expectations.)~~	SL.2.6 - 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 on page 26 [of the CCSS] for specific expectations.)

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.2.7 - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.2.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.2.7.a - Use collective nouns when speaking.	Use collective nouns *when speaking*.	L.2.1a - Use collective nouns (e.g., group).
		SL.2.7.b - Form and use frequently occurring irregular plural nouns (e.g., teeth).	None	L.2.1b - Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
		SL.2.7.c - Use reflexive pronouns (e.g., ourselves).	None	L.2.1c - Use reflexive pronouns (e.g., myself, ourselves).
		SL.2.7.d - Form and use past tense of frequently occurring irregular verbs (e.g., hid).	None	L.2.1d - Form and use past tense of frequently occurring irregular verbs (e.g., sit, hid, told).

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Language in Speaking & Listening (Continued)**	SL.2.7.e - Use context-appropriate adjectives and adverbs.	Use *context-appropriate* adjectives and adverbs~~, and choose between them depending on what is to be modified~~.	L.2.1e - Use adjectives and adverbs, and choose between them depending on what is to be modified.
		SL.2.7.f - Produce complete simple and compound sentences.	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)~~.	L.2.1f - 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).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	*None*	No standard
		No standard	None	No standard
		SL.2.8 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	None	L.2.6 - 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).
Reading: Foundational	*Print Concepts*	RF.2.1 - N/A in Grade 2	None	RF.2.1 - N/A in Grade 2
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonological Awareness	RF.2.2 - N/A in Grade 2	None	RF.2.2 - N/A in Grade 2
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonics & Word Recognition	RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.	None	RF.2.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
		RF.2.3.a - Distinguish long and short vowels when reading regularly spelled one-syllable words.	None	RF.2.3a - Distinguish long and short vowels when reading regularly spelled one-syllable words.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	Phonics & Word Recognition (Continued)	RF.2.3.b - Know correspondences for additional common vowel teams (e.g., steak).	Know ~~spelling-sound~~ correspondences for additional common vowel teams.	RF.2.3b - Know spelling-sound correspondences for additional common vowel teams.
		RF.2.3.c - Decode regularly spelled two-syllable words with long vowels.	None	RF.2.3c - Decode regularly spelled two-syllable words with long vowels.
		RF.2.3.d - Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).	None	RF.2.3d - Decode words with common prefixes and suffixes (e.g., redo, untie, fastest, taller).
		RF.2.3.e - Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).	None	RF.2.3e - Identify words with inconsistent but common spelling-sound correspondences (e.g., -ay, -igh).
		RF.2.3.f - Recognize and read grade-appropriate words.	Recognize and read grade-appropriate ~~irregularly spelled~~ words.	RF.2.3f - Recognize and read grade-appropriate irregularly spelled words.
	Fluency	RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.	None	RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.
		RF.2.4.a - Read on-level text with purpose and understanding.	None	RF.2.4a - Read on-level text with purpose and understanding.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Fluency (Continued)	RF.2.4.b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	None	RF.2.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
		RF.2.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	None	RF.2.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	*Key Ideas & Details*	RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	None	RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	None	RL.2.2 - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
		RL.2.3 - Describe how characters in a story respond to major events and challenges.	None	RL.2.3 - Describe how characters in a story respond to major events and challenges.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	None	RL.2.4 - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
		RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	None	RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
		RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	None	RL.2.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	None	RL.2.7 - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
		RL.2.8 - N/A to Literature	None	RL.2.8 - N/A to Literature
		RL.2.9 - Compare and contrast two or more versions of the same story by different authors or from different cultures.	None	RL.2.9 - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	Language in Reading: Literature	RL.2.10 - Use knowledge of language and its conventions to compare formal and informal uses of English.	Use knowledge of language and its conventions *to* ~~when writing, speaking, reading, or listening. C~~ *c*ompare formal and informal uses of English.	L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.2.3a into RL.2.10.)*

Strand	Line	Grade 2		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.2.10 (Continued)		L.2.3a - Compare formal and informal uses of English. *(Combines with L.2.3 into RL.2.10.)*
		RL.2.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.	None	L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.
		RL.2.11.a - Use sentence-level context as a clue to the meaning of a word or phrase.	None	L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RL.2.11.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy).	None	L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.2.11.c - Use a known root word as a clue to the meaning of an unknown word with the same root.	None	L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root.
		RL.2.11.d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).	None	L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
		RL.2.11.e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	None	L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		RL.2.12 - Demonstrate understanding of word relationships and nuances in word meanings.	None	L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.
		RL.2.12.a - Identify real-life connections between words and their use.	None	L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Lit. (Continued)**	RL.2.12.b - Distinguish shades of meaning among closely related verbs and closely related adjectives.	None	L.2.5b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Range of Reading & Level of Text	RL.2.13 - Read and comprehend high-quality literary text of appropriate quantitative and qualitative complexity for Grade 2.	~~By the end of the year,~~ read and comprehend *high-quality literary text of appropriate* ~~literature, including stories and poetry, in the~~ *quantitative and qualitative complexity for Grade 2* ~~grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~	RL.2.10 - 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 needed at the high end of the range.
Reading: Informational	Key Ideas & Details	RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	None	RI.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
		RI.2.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	None	RI.2.2 - Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Strand	Line	Grade 2		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Informational (Continued)	Key Ideas & Details (Continued)	RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	None	RI.2.3 - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	Craft & Structure	RI.2.4 - Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.	None	RI.2.4 - Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
		RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	None	RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	None	RI.2.6 - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
	Integration of Knowledge & Ideas	RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	None	RI.2.7 - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
		RI.2.8 - Describe how reasons support specific points the author makes in a text.	None	RI.2.8 - Describe how reasons support specific points the author makes in a text.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.	None	RI.2.9 - Compare and contrast the most important points presented by two texts on the same topic.
	Language in Reading: Informational	RI.2.10 - Use knowledge of language and its conventions to compare formal and informal uses of English.	Use knowledge of language and its conventions *to* ~~when writing, speaking, reading, or listening. C~~ *c*ompare formal and informal uses of English.	L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.2.3a into RI.2.10.)* L.2.3a - Compare formal and informal uses of English. *(Combines with L.2.3 into RI.2.10.)*

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.2.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.	None	L.2.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.
		RI.2.11.a - Use sentence-level context as a clue to the meaning of a word or phrase.	None	L.2.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RI.2.11.b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy).	None	L.2.4b - Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy; tell/retell).
		RI.2.11.c - Use a known root word as a clue to the meaning of an unknown word with the same root.	None	L.2.4c - Use a known root word as a clue to the meaning of an unknown word with the same root.

Strand	Line	Grade 2		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	Language in Reading: Informational (Continued)	RI.2.11.d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse).	None	L.2.4d - Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
		RI.2.11.e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	None	L.2.4e - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
		RI.2.12 - Demonstrate understanding of word relationships and nuances in word meanings.	None	L.2.5 - Demonstrate understanding of word relationships and nuances in word meanings.
		RI.2.12.a - Identify real-life connections between words and their use.	None	L.2.5a - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
		RI.2.12.b - Distinguish shades of meaning among closely related verbs and closely related adjectives.	None	L.2.5b - Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Strand	Line	Grade 2		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	Language in Reading: Info. (Cont.)	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.2.13 - Read and comprehend high quality informational texts of appropriate quantitative and qualitative complexity for Grade 2.	By the end of the year, read and comprehend *high-quality* informational texts *of appropriate quantitative and qualitative complexity for Grade 2* , 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.	RL.2.10 - By the end of the 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.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing	Text Types & Purposes	W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.	None	W.3.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.
		W.3.1.a - Know the difference between fact/opinion.	*Know the difference between fact/opinion.*	N/A
		W.3.1.b - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	None	W.3.1a - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.3.1.c - Provide reasons that support the opinion.	None	W.3.1b - Provide reasons that support the opinion.
		W.3.1.d - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	None	W.3.1c - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
		W.3.1.e - Provide a concluding statement or section.	None	W.3.1d - Provide a concluding statement or section.
		W.3.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly.	None	W.3.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.3.2.a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	None	W.3.2a - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
		W.3.2.b - Develop the topic with facts, definitions, and details.	None	W.3.2b - Develop the topic with facts, definitions, and details.
		W.3.2.c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	None	W.3.2c - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
		W.3.2.d - Provide a concluding statement or section.	None	W.3.2d - Provide a concluding statement or section.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	No standard	None	No standard
		No standard	None	No standard
		W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	None	W.3.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		W.3.3.a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	None	W.3.3a - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.3.3.b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	None	W.3.3b - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
		W.3.3.c - Use temporal words and phrases to signal event order.	None	W.3.3c - Use temporal words and phrases to signal event order.
		W.3.3.d - Provide a sense of closure.	None	W.3.3d - Provide a sense of closure.
		No standard	None	No standard

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Production & Distribution of Writing**	W.3.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	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.)~~	W.3.4 - 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.)
		W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ~~(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29 [of the CCSS].)~~	W.3.5 - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29 [of the CCSS].)

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.3.6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	None	W.3.6 - With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
	Research to Build & Present Knowledge	W.3.7 - Conduct short research projects that build knowledge about a topic.	None	W.3.7 - Conduct short research projects that build knowledge about a topic.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	None	W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
		Begins in Grade 4.	None	Begins in Grade 4.
		Begins in Grade 4.	None	Begins in Grade 4.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build... (Cont.)*	Begins in Grade 4.	None	Begins in Grade 4.
	Language in Writing	W.3.10 - Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.	Demonstrate *knowledge of language and* command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.3.10.a - Choose words and phrases for effect.	None	L.3.3a - Choose words and phrases for effect.
		W.3.10.b - Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.	*Experiment with* ~~Explain the function of~~ nouns, pronouns, verbs, adjectives, and adverbs *when writing, making note of how each* ~~in general and their~~ functions *to create meaning* ~~in particular sentences~~.	L.3.1a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*			L.3.1b - Form and use regular and irregular plural nouns. *(Combines with L.3.1c and L.3.1d into W.3.10.c.)*
		W.3.10.c - Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.	Form and use regular and irregular plural nouns. ~~Use~~ abstract nouns ~~(e.g., childhood). Form and use~~ *and* regular and irregular verbs.	L.3.1c - Use abstract nouns (e.g., childhood). *(Combines with L.3.1b and L.3.1d into W.3.10.c.)*
				L.3.1d - Form and use regular and irregular verbs. *(Combines with L.3.1b and L.3.1c into W.3.10.c.)*
		W.3.10.d - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	None	L.3.1e - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.3.10.e - Ensure subject-verb and pronoun-antecedent agreement when writing.	Ensure subject-verb and pronoun-antecedent agreement *when writing*.	L.3.1f - Ensure subject-verb and pronoun-antecedent agreement.
		W.3.10.f - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	None	L.3.1g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
		W.3.10.g - Use coordinating and subordinating conjunctions.	None	L.3.1h - Use coordinating and subordinating conjunctions.
		W.3.10.h - Produce simple, compound, and complex sentences.	None	L.3.1i - Produce simple, compound, and complex sentences.
		W.3.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.3.11.a - Capitalize appropriate words in titles.	None	L.3.2a - Capitalize appropriate words in titles.
		W.3.11.b - Use commas in addresses.	None	L.3.2b - Use commas in addresses.
		W.3.11.c - Use commas and quotation marks in dialogue.	None	L.3.2c - Use commas and quotation marks in dialogue.
		W.3.11.d - Form and use possessives.	None	L.3.2d - Form and use possessives.
		W.3.11.e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	None	L.3.2e - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	W.3.11.f - Use spelling patterns and generalizations when writing words.	None	L.3.2f - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
		W.3.11.g - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	None	L.3.2g - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	Range of Writing	W.3.12 - 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.	None	W.3.10 - 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 Listening	Comprehension & Collaboration	SL.3.1 - 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.		SL.3.1 - 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.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.3.1.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.	None	SL.3.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		SL.3.1.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).	None	SL.3.1b - 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).
		SL.3.1.c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	None	SL.3.1c - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.3.1.d - Explain their ideas and understanding in light of the discussion.	Explain their ~~own~~ ideas and understanding in light of the discussion.	SL.3.1d - Explain their own ideas and understanding in light of the discussion.
		SL.3.2 - 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.	None	SL.3.2 - 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.
		SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	None	SL.3.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.3.4 - 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.	None	SL.3.4 - 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.
		SL.3.5 - 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.	None	SL.3.5 - 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.
		SL.3.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	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 on page 26 [of the CCSS] for specific expectations.)~~	SL.3.6 - 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 on page 26 [of the CCSS] for specific expectations.)

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.3.7 - Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking.	Demonstrate *knowledge of language and* command of the conventions of standard English grammar and usage when speaking.	L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.3.7.a - Choose words and phrases for effect.	None	L.3.3a - Choose words and phrases for effect.
		SL.3.7.b - Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.	*Experiment with* ~~Explain the function of~~ nouns, pronouns, verbs, adjectives, and adverbs *when writing, making note of how each* ~~in general and their~~ functions *to create meaning* ~~in particular sentences~~.	L.3.1a - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
		SL.3.7.c - Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.	Form and use regular and irregular plural nouns. ~~Use~~ abstract nouns ~~(e.g., childhood). Form and use~~ *and* regular and irregular verbs.	L.3.1b - Form and use regular and irregular plural nouns. *(Combines with L.3.1c and L.3.1d into W.3.10.c.)*
				L.3.1c - Use abstract nouns (e.g., childhood). *(Combines with L.3.1b and L.3.1d into W.3.10.c.)*

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Language in Speaking & Listening (Continued)**	SL.3.7.c (Continued)		L.3.1d - Form and use regular and irregular verbs. *(Combines with L.3.1b and L.3.1c into W.3.10.c.)*
		SL.3.7.d - Form and use the simple verb tenses (e.g., I walked, I walk, I will walk).	None	L.3.1e - Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
		SL.3.7.e - Ensure subject-verb and pronoun-antecedent agreement when speaking.	Ensure subject-verb and pronoun-antecedent agreement when speaking.	L.3.1f - Ensure subject-verb and pronoun-antecedent agreement.
		SL.3.7.f - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	None	L.3.1g - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.3.7.g - Use coordinating and subordinating conjunctions.	None	L.3.1h - Use coordinating and subordinating conjunctions.
		SL.3.7.h - Produce simple, compound, and complex sentences.	*Produce simple, compound, and complex sentences.*	N/A
		SL.3.8 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	None	L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
Reading: Foundational	*Print Concepts*	RF.3.1 - N/A in Grade 3	None	RF.3.1 - N/A in Grade 3
		No standard	None	No standard

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonological Awareness	RF.3.2 - N/A in Grade 3	None	RF.3.2 - N/A in Grade 3
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonics & Word Recognition	RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.	None	RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words.
		RF.3.3.a - Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., infield, wonderful).	None	RF.3.3a - Identify and know the meaning of the most common prefixes and derivational suffixes.

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	**Phonics & Word Recognition (Continued)**	RF3.3.b - Decode words with common Latin suffixes (e.g., -able, -ation, -ible).	None	RF3.3b - Decode words with common Latin suffixes.
		RF.3.3.c - Decode multisyllabic words.	None	RF.3.3c - Decode multisyllabic words.
		RF3.3.d - Read grade-appropriate irregularly spelled words.	None	RF3.3d - Read grade-appropriate irregularly spelled words.
		No standard	None	No standard
		No standard	None	No standard
	Fluency	RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.	None	RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.
		RF.3.4.a - Read on-level text with purpose and understanding.	None	RF.3.4a - Read on-level text with purpose and understanding.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature	Fluency (Continued)	RF3.4.b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	None	RF3.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RF3.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	None	RF3.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Key Ideas & Details	RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	None	RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		RL.3.2 - 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.	None	RL.3.2 - 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.
		RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	None	RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	None	RL.3.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
		RL.3.5 - 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.	None	RL.3.5 - 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.
		RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.	None	RL.3.6 - Distinguish their own point of view from that of the narrator or those of the characters.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	<u>RL.3.7</u> - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	None	<u>RL.3.7</u> - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
		<u>RL.3.8</u> - N/A to Literature	None	<u>RL.3.8</u> - N/A to Literature
		<u>RL.3.9</u> - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	None	<u>RL.3.9</u> - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	Language in Reading: Literature	<u>RL.3.10</u> - Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening.~~ *to recognize and observe differences between the conventions of spoken and written standard English .*	<u>L.3.3</u> - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.3.3b into RL.3.10.)*

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.3.10 (Continued)		L.3.3b - Recognize and observe differences between the conventions of spoken and written standard English. *(Combines with L.3.3 into RL.3.10.)*
		RL.3.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	None	L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
		RL.3.11.a - Use sentence-level context as a clue to the meaning of a word or phrase.	None	L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RL.3.11.b - Determine the meaning of the new word formed when a known affix is added to a known word.	None	L.3.4b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

Strand	Line	Grade 3		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.3.11.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	None	L.3.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
		RL.3.11.d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	None	L.3.4d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		No standard	None	No standard
		RL.3.12 - Demonstrate understanding of word relationships and nuances in word meanings.	None	L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.
		RL.3.12.a - Distinguish the literal and figurative meanings of words and phrases in context.	Distinguish the literal and *figurative* ~~nonliteral~~ meanings of words and phrases in context.	L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	<u>RL.3.12.b</u> - Identify real-life connections between words and their uses.	None	<u>L.3.5b</u> - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
		<u>RL.3.12.c</u> - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	None	<u>L.3.5c</u> - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
		No standard	None	No standard

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational	Range of Reading & Level of Text	RL.3.13 - Read and comprehend high-quality prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.	~~By the end of the year,~~ read and comprehend *high-quality prose* ~~literature, including stories, dramas,~~ and poetry *of appropriate quantitative and qualitative*, ~~at the high end of the grades 2-3 text~~ complexity ~~band independently and proficiently~~ *for Grade 3*.	RL.3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
	Key Ideas & Details	RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	None	RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.	None	RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Key Ideas & Details (Continued)*	RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	None	RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
	Craft & Structure	RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.	None	RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
		RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	None	RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Craft & Structure (Continued)	<u>RI.3.6</u> - Distinguish their own point of view from that of the author of a text.	None	<u>RI.3.6</u> - Distinguish their own point of view from that of the author of a text.
	Integration of Knowledge & Ideas	<u>RI.3.7</u> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	None	<u>RI.3.7</u> - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
		<u>RI.3.8</u> - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	None	<u>RI.3.8</u> - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.	None	RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.
	Language in Reading: Informational	RI.3.10 - Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening.~~ *to recognize and observe differences between the conventions of spoken and written standard English* .	L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.3.3b into RI.3.10.)* L.3.3b - Recognize and observe differences between the conventions of spoken and written standard English. *(Combines with L.3.3 into RI.3.10.)*

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.3.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.	None	L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
		RI.3.11.a - Use sentence-level context as a clue to the meaning of a word or phrase.	None	L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.
		RI.3.11.b - Determine the meaning of the new word formed when a known affix is added to a known word.	None	L.3.4b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
		RI.3.11.c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	None	L.3.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Strand	Line	Grade 3		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	**Language in Reading: Informational (Continued)**	RI.3.11.d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	None	L.3.4d - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
		No standard	None	No standard
		RI.3.12 - Demonstrate understanding of word relationships and nuances in word meanings.	None	L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.
		RI.3.12.a - Distinguish the literal and figurative meanings of words and phrases in context.	None	L.3.5a - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
		RI.3.12.b - Identify real-life connections between words and their uses.	None	L.3.5b - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Strand	Line	Grade 3		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	RI.3.12.c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	None	L.3.5c - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
		No standard	None	No standard
	Range of Reading & Level of Text	RI.3.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 3.	~~By the end of the year,~~ read and comprehend *high-quality* informational text~~s, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text~~ *of appropriate quantitative and qualitative* complexity *for Grade 3* ~~band independently and proficiently.~~	RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	None	W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		W.4.1.a - Know the difference between fact and opinion.	None	No standard
		W.4.1.b - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	None	W.4.1a - 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.

Strand	Line	Grade 4		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Text Types & Purposes (Continued)	W.4.1.c - Provide reasons that are supported by facts and details.	None	W.4.1b - Provide reasons that are supported by facts and details.
		W.4.1.d - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	None	W.4.1c - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
		W.4.1e - Provide a concluding statement or section related to the opinion presented.	None	W.4.1d - Provide a concluding statement or section related to the opinion presented.
		W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	None	W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.4.2.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.	None	W.4.2a - 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.
		W.4.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	None	W.4.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		W.4.2.c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	None	W.4.2c - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
		W.4.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	None	W.4.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.4.2.e - Provide a concluding statement or section related to the information or explanation presented.	None	W.4.2e - Provide a concluding statement or section related to the information or explanation presented.
		No standard	None	No standard
		W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	None	W.4.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		W.4.3.a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	None	W.4.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.4.3.b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.	None	W.4.3b - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
		W.4.3.c - Use a variety of transitional words and phrases to manage the sequence of events.	None	W.4.3c - Use a variety of transitional words and phrases to manage the sequence of events.
		W.4.3.d - Use concrete words and phrases and sensory details to convey experiences and events precisely.	None	W.4.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.
		W.4.3.e - Provide a conclusion that follows from the narrated experiences or events.	None	W.4.3e - Provide a conclusion that follows from the narrated experiences or events.

Strand	Line	Grade 4		
		New Revised (2017)	**_Changes to Standards Language_**	**_Old (2010)_**
Writing (Continued)	**_Production & Distribution of Writing_**	W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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.)~~	W.4.4 - 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.)
		W.4.5 - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. ~~(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29 [of the CCSS].)~~	W.4.5 - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29 [of the CCSS].)

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Production & Distribution of Writing (Cont.)	W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	None	W.4.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
	Research to Build & Present Knowledge	W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.	None	W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	None	W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
		W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	None	W.4.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		W.4.9.a - Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	None	W.4.9a - Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."),

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Research to Build... (Cont.)	W.4.9.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").	None	W.4.9b - 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").
	Language in Writing	W.4.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.4.10.a - Choose words and phrases to convey ideas precisely.	None	L.4.3a - Choose words and phrases to convey ideas precisely.
		W.4.10.b - Form and use relative pronouns and relative adverbs.	*Form and u*~~U~~se relative pronouns ~~(who, whose, whom, which, that)~~ and relative adverbs ~~(where, when, why)~~.	L.4.1a - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	W.4.10.c - Form and use the progressive verb tenses.	None	L.4.1b - Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.
		W.4.10.d - Use modal auxiliaries (e.g., can, must) to convey various conditions.	None	L.4.1c - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
		W.4.10.e - Order adjectives within sentences according to conventional patterns.	None	L.4.1d - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
		W.4.10.f - Form and use prepositional phrases.	None	L.4.1e - Form and use prepositional phrases.

Strand	Line	Grade 4		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Language in Writing (Continued)	W.4.10.g - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	None	L.4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
		W.4.10.h - Correctly use frequently confused words (e.g., to, too, two).	None	L.4.1g - Correctly use frequently confused words (e.g., to, too, two; there, their).
		W.4.10.i - Choose punctuation for effect.	None	L.4.3b - Choose punctuation for effect.
		No standard	None	No standard
		W.4.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.4.11.a - Use correct capitalization.	None	L.4.2a - Use correct capitalization.
		W.4.11.b - Use commas and quotation marks to mark direct speech and quotations from a text.	None	L.4.2b - Use commas and quotation marks to mark direct speech and quotations from a text.
		W.4.11.c - Use a comma before a coordinating conjunction in a compound sentence.	None	L.4.2c - Use a comma before a coordinating conjunction in a compound sentence.
		W.4.11.d - Spell grade-appropriate words correctly, consulting references as needed.	None	L.4.2d - Spell grade-appropriate words correctly, consulting references as needed.
		No standard	None	No standard

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.4.12 - 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.	None	W.4.10 - 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 Listening	*Comprehension & Collaboration*	SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.	None	SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.4.1.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.	None	SL.4.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		SL.4.1.b - Follow agreed-upon rules for discussions and carry out assigned roles.	None	SL.4.1b - Follow agreed-upon rules for discussions and carry out assigned roles.
		SL.4.1.c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	None	SL.4.1c - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.4.1.d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	None	SL.4.1d - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
		SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	None	SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.	None	SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	None	SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	None	SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
		SL.4.6 - 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.	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 on page 28 [of the CCSS] for specific expectations.)~~	SL.4.6 - 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 on page 28 [of the CCSS] for specific expectations.)

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening*	<u>SL.4.7</u> - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	<u>L.4.1</u> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		<u>SL.4.7.a</u> - Choose words and phrases to convey ideas precisely.	None	<u>L.4.3a</u> - Choose words and phrases to convey ideas precisely.
		<u>SL.4.7.b</u> - Form and use relative pronouns and relative adverbs.	*Form and u*~~Use~~ relative pronouns ~~(who, whose, whom, which, that)~~ and relative adverbs ~~(where, when, why)~~.	<u>L.4.1a</u> - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
		<u>SL.4.7.c.</u> - Form and use the progressive verb tenses.	None	<u>L.4.1b</u> - Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.
		<u>SL.4.7.d</u> - Use modal auxiliaries (e.g., can, must) to convey various conditions.	None	<u>L.4.1c</u> - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.4.7.e - Order adjectives within sentences according to conventional patterns.	None	L.4.1d - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
		SL.4.7.f - Form and use prepositional phrases.	None	L.4.1e - Form and use prepositional phrases.
		SL.4.7.g - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	None	L.4.1f - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
		SL.4.7.h - Correctly use frequently confused words (e.g., to, too, two).	None	L.4.1g - Correctly use frequently confused words (e.g., to, too, two; there, their).

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.4.7.i - Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	*Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.*	N/A
		No standard	None	No standard
		SL.4.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	None	L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
Reading: Foundational	*Print Concepts*	RF.4.1 - N/A in Grade 4	None	RF.4.1 - N/A in Grade 4
		No standard	None	No standard

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	Print Concepts (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonological Awareness	RF.4.2 - N/A in Grade 4	None	RF.4.2 - N/A in Grade 4
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonics & Word Recognition			RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding. *(Combines with RF.4.3.a into RF.4.3.)*
		RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.	Know and apply grade-level phonics and word analysis skills in decoding *words*. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read ~~accurately~~ unfamiliar multisyllabic words accurately in context and out of context.	RF.4.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words accurately in context and out of context. *(Combines with RF.4.3 into RF.4.3.)*

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	Phonics & Word Recognition (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Fluency	RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.	None	RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
		RF.4.4.a - Read on-level text with purpose and understanding.	None	RF.4.4a - Read on-level text with purpose and understanding.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature	*Fluency (Continued)*	RF.4.4.b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	None	RF.4.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RF.4.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	None	RF.4.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Key Ideas & Details	RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	None	RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		RL.4.2 - Determine the theme of a story, drama, or poem from details in the text; summarize the text.	None	RL.4.2 - Determine the theme of a story, drama, or poem from details in the text; summarize the text.
		RL.4.3 - 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).	None	RL.4.3 - 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).

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.4.4 - 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).	None	RL.4.4 - 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).
		RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	None	RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
		RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	None	RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.4.7 - 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.	None	RL.4.7 - 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.
		RL.4.8 - N/A to Literature	None	RL.4.8 - N/A to Literature
		RL.4.9 - 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.	None	RL.4.9 - 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.
	Language in Reading: Literature	RL.4.10 - Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Use knowledge of language and its conventions when reading. ~~D~~ *to differentiate between contexts that call for formal English* ~~(e.g., presenting ideas)~~ *and situations where informal discourse is appropriate* ~~(e.g., small-group discussion)~~.	L.4.3 - Use knowledge of language and its conventions when reading. *(Combines with L.4.3c into RL.4.10.)*

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Literature (Continued)**	RL.4.10 (Continued)		L.4.3c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). *(Combines with L.4.3 into RL.4.10.)*
		RL.4.11 - 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.	None	L.4.4 - 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.
		RL.4.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.4.4a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
		RL.4.11.b - Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.	Use common Greek and Latin affixes *found in Grade 4 literature* ~~and roots~~ as clues to the meaning of a word ~~(e.g., telegraph, photograph, autograph).~~	L.4.4b - Use common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.4.11.c - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	None	L.4.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		RL.4.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.4.12.a -Explain the meaning of simple similes and metaphors in context.	None	L.4.5a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
		RL.4.12.b - Recognize and explain the meaning of common idioms, adages, and proverbs in context.	None	L.4.5b - Recognize and explain the meaning of common idioms, adages, and proverbs in context.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	RL.4.12.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	None	L.4.5c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Range of Reading & Level of Text	RL.4.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 4.	Read and comprehend *high-quality dramas, prose* ~~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~~ *of appropriate quantitative and qualitative complexity* ~~, at the high end of the grades 2-3 text band independently and proficiently~~ *for Grade 4.*	RL.4.10 - 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.
Reading: Informational	*Key Ideas & Details*	RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	None	RI.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
		RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.	None	RI.4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Key Ideas & Details (Continued)*	RI.4.3 - 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.	None	RI.4.3 - 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.
	Craft & Structure	RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	None	RI.4.4 - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
		RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	None	RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.	None	RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.
	Integration of Knowledge & Ideas	RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	None	RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.	None	RI.4.8 - Explain how an author uses reasons and evidence to support particular points in a text.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	None	RI.4.9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	Language in Reading: Informational	RI.4.10 - Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Use knowledge of language and its conventions when reading. ~~D~~ to differentiate between contexts that call for formal English ~~(e.g., presenting ideas)~~ and situations where informal discourse is appropriate ~~(e.g., small-group discussion)~~.	L.4.3 - Use knowledge of language and its conventions when reading. *(Combines with L.4.3c into RI.4.10.)*
				L.4.3c - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). *(Combines with L.4.3 into RI.4.10.)*

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.4.11 - 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.	None	L.4.4 - 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.
		RI.4.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.4.4a - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
		RI.4.11.b - Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.	Use common Greek and Latin affixes *found in Grade 4 literature* ~~and roots~~ as clues to the meaning of a word ~~(e.g., telegraph, photograph, autograph).~~	L.4.4b - Use common Greek and Latin affixes ~~and roots~~ as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
		RI.4.11.c - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	None	L.4.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Strand	Line	Grade 4		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.4.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.4.12.a - Explain the meaning of simple similes and metaphors in context.	None	L.4.5a - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
		RI.4.12.b - Recognize and explain the meaning of common idioms, adages, and proverbs in context.	None	L.4.5b - Recognize and explain the meaning of common idioms, adages, and proverbs in context.
		RI.4.12.c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	None	L.4.5c - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Strand	Line	Grade 4		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.4.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 4.	By the end of year, read and comprehend *high-quality* informational texts, including history/social studies, science, and technical texts, in the grades 4-5 *text of appropriate quantitative and qualitative* complexity band proficiently, with scaffolding as needed at the high end of the range *for Grade 4*.	RI.4.10 - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing	Text Types & Purposes	W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	None	W.5.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
		W.5.1.a - Know the difference between fact and opinion.	None	No standard
		W.5.1.b - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	None	W.5.1a - 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.

Strand	Line	Grade 5		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Text Types & Purposes (Continued)	W.5.1.c - Provide logically ordered reasons that are supported by facts and details.	None	W.5.1b - Provide logically ordered reasons that are supported by facts and details.
		W.5.1.d - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	None	W.5.1c - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
		W.5.1.e - Provide a concluding statement or section related to the opinion presented.	None	W.5.1d - Provide a concluding statement or section related to the opinion presented.
		W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	None	W.5.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.5.2.a - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	None	W.5.2a - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
		W.5.2.b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	None	W.5.2b - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		W.5.2.c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	None	W.5.2c - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
		W.5.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	None	W.5.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.5.2.e - Provide a concluding statement or section related to the information or explanation presented.	None	W.5.2e - Provide a concluding statement or section related to the information or explanation presented.
		No standard	None	No standard
		W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	None	W.5.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
		W.5.3.a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	None	W.5.3a - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.5.3.b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	None	W.5.3b - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
		W.5.3.c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	None	W.5.3c - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		W.5.3.d - Use concrete words and phrases and sensory details to convey experiences and events precisely.	None	W.5.3d - Use concrete words and phrases and sensory details to convey experiences and events precisely.
		W.5.3.e - Provide a conclusion that follows from the narrated experiences or events.	None	W.5.3e - Provide a conclusion that follows from the narrated experiences or events.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing*	W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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.)~~	W.5.4 - 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.)
		W.5.5 - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ~~(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29 [of the CCSS].)~~	W.5.5 - With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29 [of the CCSS].)

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	None	W.5.6 - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
	Research to Build & Present Knowledge	W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	None	W.5.7 - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	None	W.5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
		W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	None	W.5.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		W.5.9.a -Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").	None	W.5.9a - Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Research to Build... (Cont.)**	W.5.9.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 point[s]").	None	W.5.9b - 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 point[s]").
	Language in Writing	W.5.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.5.10.a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	None	L.5.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		W.5.10.b - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	None	L.5.1a - Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Language in Writing (Continued)**	W.5.10.c - Form and use the perfect verb tenses (e.g., I had walked, I have walked).	None	L.5.1b - Form and use the perfect (e.g., I had walked, I have walked) verb tenses.
		W.5.10.d - Use verb tense to convey various times, sequences, states, and conditions.	None	L.5.1c - Use verb tense to convey various times, sequences, states, and conditions.
		W.5.10.e - Recognize and correct inappropriate shifts in verb tense.	None	L.5.1d - Recognize and correct inappropriate shifts in verb tense.
		W.5.10.f - Use correlative conjunctions (e.g., either/or).	None	L.5.1e - Use correlative conjunctions (e.g., either/or).

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.5.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.5.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	*Language in Writing (Continued)*	W.5.11.a - Use punctuation to separate items in a series.	None	L.5.2a - Use punctuation to separate items in a series.
		W.5.11.b - Use a comma to separate an introductory element from the rest of the sentence.	None	L.5.2b - Use a comma to separate an introductory element from the rest of the sentence.
		W.5.11.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, Sam?).	None	L.5.2c - 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, Sam?).
		W.5.11.d - Use underlining, quotation marks, or italics to indicate titles of works.	None	L.5.2d - Use underlining, quotation marks, or italics to indicate titles of works.
		W.5.11.e - Spell grade-appropriate words correctly, consulting reference materials as needed.	None	L.5.2e - Spell grade-appropriate words correctly, consulting reference materials as needed.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.5.12 - 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.	None	W.5.10 - 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 Listening	*Comprehension & Collaboration*	SL.5.1 - 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.	None	SL.5.1 - 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.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.5.1.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.	None	SL.5.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		SL.5.1.b - Follow agreed-upon rules for discussions and carry out assigned roles.	None	SL.5.1b - Follow agreed-upon rules for discussions and carry out assigned roles.
		SL.5.1.c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	None	SL.5.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.5.1.d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	None	SL.5.1d - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
		SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	None	SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	None	SL.5.3 - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.5.4 - 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.	None	SL.5.4 - 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.
		SL.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	None	SL.5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		SL.5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. ~~(See grade 5 Language standards 1 and 3 on page 28 [of the CCSS] for specific expectations.)~~	SL.5.6 - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 [of the CCSS] for specific expectations.)

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.5.7 - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.5.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.5.7.a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	None	L.5.3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		SL.5.7.b - Form and use the perfect verb tenses (e.g., I had walked, I have walked).	None	L.5.1b - Form and use the perfect (e.g., I had walked, I have walked) verb tenses.
		SL.5.7.c - Use verb tense to convey various times, sequences, states, and conditions.	None	L.5.1c - Use verb tense to convey various times, sequences, states, and conditions.
		SL.5.7.d - Recognize and correct inappropriate shifts in verb tense.	None	L.5.1d - Recognize and correct inappropriate shifts in verb tense.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.5.7.e - Use correlative conjunctions (e.g., either/or).	None	L.5.1e - Use correlative conjunctions (e.g., either/or).
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		SL.5.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	None	L.5.6 - 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).
Reading: Foundational	*Print Concepts*	RF.5.1 - N/A in Grade 5	None	RF.5.1 - N/A in Grade 5
		No standard	None	No standard

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonological Awareness	RF.5.2 - N/A in Grade 5	None	RF.5.2 - N/A in Grade 5
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Phonics & Word Recognition	RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.	Know and apply grade-level phonics and word analysis skills in decoding *words*. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read ~~accurately~~ unfamiliar multisyllabic words accurately in context and out of context.	RF.5.3 - Know and apply grade-level phonics and word analysis skills in decoding. *(Combines with RF.5.3.a into RF.5.3.)* RF.5.3a - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words accurately in context and out of context. *(Combines with RF.5.3 into RF.5.3.)*

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	**Phonics & Word Recognition (Continued)**	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
	Fluency	RF.5.4 - Read with sufficient accuracy and fluency to support comprehension.	None	RF.5.4 - Read with sufficient accuracy and fluency to support comprehension.
		RF.5.4.a - Read on-level text with purpose and understanding.	None	RF.5.4a - Read on-level text with purpose and understanding.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature	Fluency (Continued)	RF.5.4.b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	None	RF.5.4b - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RF.5.4.c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	None	RF.5.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Key Ideas & Details	RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	None	RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		RL.5.2 - Determine the 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.	None	RL.5.2 - Determine the 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.
		RL.5.3 - 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).	None	RL.5.3 - 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).

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	None	RL.5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
		RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	None	RL.5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
		RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.	None	RL.5.6 - Describe how a narrator's or speaker's point of view influences how events are described.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	<u>RL.5.7</u> - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	None	<u>RL.5.7</u> - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
		<u>RL.5.8</u> - N/A to Literature	None	<u>RL.5.8</u> - N/A to Literature
		<u>RL.5.9</u> - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	None	<u>RL.5.9</u> - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	Language in Reading: Literature	RL.5.10 - Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening.~~ to c~~C~~ompare and contrast the varities of English (e.g., dialects, registers) used in stories, dramas, or poems.	<u>L.5.3</u> - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.5.3b into RL.5.10.)*

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.5.10 (Continued)		L.5.3b - Compare and contrast the varities of English (e.g., dialects, registers) used in stories, dramas, or poems. *(Combines with L.5.3 into RL.5.10).*
		RL.5.11 - 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.	None	L.5.4 - 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.
		RL.5.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.5.4a - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		RL.5.11.b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	None	L.5.4b - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.5.11.c - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	None	L.5.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
		RL.5.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.5.12.a - Interpret figurative language, including similes and metaphors, in context.	None	L.5.5a - Interpret figurative language, including similes and metaphors, in context.
		RL.5.12.b - Recognize and explain the meaning of common idioms, adages, and proverbs.	None	L.5.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	RL.5.12.c - Use the relationships between particular words (e.g., synonyms) to better understand each of the words.	None	L.5.5c - Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational	Range of Reading & Level of Text	RL.5.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend *high-quality* ~~literature, including stories,~~ dramas, *prose,* and poetry~~, at the high end of the grades 4-5 text~~ *of appropriate quantitative and qualitative* complexity *for Grade 5* ~~band independently and proficiently~~.	RL.5.10 - Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
	Key Ideas & Details	RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	None	RI.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	None	RI.5.2 - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Key Ideas & Details (Continued)*	RI.5.3 - 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.	None	RI.5.3 - 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.
	Craft & Structure	RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	None	RI.5.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
		RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	None	RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	None	RI.5.6 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Integration of Knowledge & Ideas	RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	None	RI.5.7 - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
		RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	None	RI.5.8 - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	None	RI.5.9 - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
	Language in Reading: Informational	RI.5.10 - Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text.	Use knowledge of language and its conventions when ~~writing, speaking, reading, or listening.~~ to c~~C~~ompare and contrast the varities of English (e.g., dialects, registers) used in ~~stories, dramas, or poems~~ *informational text* .	L.5.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(Combines with L.5.3b into RI.5.10.)* L.5.3b - Compare and contrast the varities of English (e.g., dialects, registers) used in stories, dramas, or poems. *(Combines with L.5.3 into RI.5.10.)*

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	<u>RI.5.11</u> - 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.	None	<u>L.5.4</u> - 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.
		<u>RI.5.11.a</u> - Use context as a clue to the meaning of a word or phrase.	None	<u>L.5.4a</u> - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
		<u>RI.5.11.b</u> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	None	<u>L.5.4b</u> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
		<u>RI.5.11.c</u> - Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	None	<u>L.5.4c</u> - 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.

Strand	Line	Grade 5		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.5.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.5.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.5.12.a - Interpret figurative language, including similes and metaphors, in context.	None	L.5.5a - Interpret figurative language, including similes and metaphors, in context.
		RI.5.12.b - Recognize and explain the meaning of common idioms, adages, and proverbs.	None	L.5.5b - Recognize and explain the meaning of common idioms, adages, and proverbs.
		RI.5.12.c -Use the relationships between particular words (e.g., synonyms) to better understand each of the words.	None	L.5.5c - Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Strand	Line	Grade 5		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.5.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 5.	Read and comprehend *high-quality* informational texts~~, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text~~ *of appropriate quantitative and qualitative* complexity *for Grade 5* ~~band independently and proficiently.~~	RI.5.10 - Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.	None	W.6.1 - Write arguments to support claims with clear reasons and relevant evidence.
		W.6.1.a - Introduce claim(s) and organize the reasons and evidence clearly.	None	W.6.1a - Introduce claim(s) and organize the reasons and evidence clearly.
		W.6.1.b - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	None	W.6.1b - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.6.1.c - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	None	W.6.1c - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
		W.6.1.d - Establish and maintain a formal style.	None	W.6.1d - Establish and maintain a formal style.
		W.6.1.e - Provide a concluding statement or section that follows from the argument presented.	None	W.6.1e - Provide a concluding statement or section that follows from the argument presented.
		W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	None	W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	W.6.2.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.	None	W.6.2a - 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.
		W.6.2.b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	None	W.6.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
		W.6.2.c - Use appropriate transitions to clarify the relationships among ideas and concepts.	None	W.6.2c - Use appropriate transitions to clarify the relationships among ideas and concepts.
		W.6.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	None	W.6.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.6.2.e - Establish and maintain a formal style.	None	W.6.2e - Establish and maintain a formal style.
		W.6.2.f - Provide a concluding statement or section that follows from the information or explanation presented.	None	W.6.2f - Provide a concluding statement or section that follows from the information or explanation presented.
		W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	None	W.6.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
		W.6.3.a - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	None	W.6.3a - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.6.3.b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	None	W.6.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
		W.6.3.c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	None	W.6.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		W.6.3.d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	None	W.6.3d - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
		W.6.3.e - Provide a conclusion that follows from the narrated experiences or events.	None	W.6.3e - Provide a conclusion that follows from the narrated experiences or events.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Production & Distribution of Writing**	W.6.4 - 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 expectations for writing types are defined in standards 1-3 above.)~~	W.6.4 - 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.)
		W.6.5 - With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. ~~(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52 [of the CCSS].)~~	W.6.5 - With some guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52 [of the CCSS].)

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	None	W.6.6 - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
	Research to Build & Present Knowledge	W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	None	W.6.7 - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.6.8 - 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.	None	W.6.8 - 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.
		W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	None	W.6.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		W.6.9.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.").	None	W.6.9a - 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.").

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	Research to Build... (Cont.)	W.6.9.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").	None	W.6.9b - 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").
	Language in Writing	W.6.10 - Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.6.1 - Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing or speaking.
		W.6.10.a - Vary sentence patterns for meaning, reader/listener interest, and style.	None	L.6.3a - Vary sentence patterns for meaning, reader/listener interest, and style.
		W.6.10.b - Ensure that pronouns are in the proper case (subjective, objective, possessive).	None	L.6.1a - Ensure that pronouns are in the proper case (subjective, objective, possessive).

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Language in Writing (Continued)**	W.6.10.c - Use intensive pronouns (e.g., myself, ourselves).	None	L.6.1b - Use intensive pronouns (e.g., myself, ourselves).
		W.6.10.d - Recognize and correct inappropriate shifts in pronoun number and person.	None	L.6.1c - Recognize and correct inappropriate shifts in pronoun number and person.
		W.6.10.e - Recognize and correct vague pronouns.	None	L.6.1d - Recognize and correct vague pronouns.
		W.6.10.f - Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language.	Recognize variations from standard English in their own and others' writing ~~and speaking~~, and identify and use strategies to improve expression in conventional language.	L.6.1e - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	W.6.10.g - Maintain consistency in style and tone.	None	L.6.3b - Maintain consistency in style and tone.
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.6.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.6.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.6.11.a - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	None	L.6.2a - Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
		W.6.11.b - Spell correctly.	None	L.6.2b - Spell correctly.
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.6.12 - 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.	None	W.6.10 - 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 Listening	Comprehension & Collaboration	SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	None	SL.6.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.6.1.a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	None	SL.6.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		SL.6.1.b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	None	SL.6.1b - Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
		SL.6.1.c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	None	SL.6.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	<u>SL.6.1.d</u> - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	None	<u>SL.6.1d</u> - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
		<u>SL.6.2</u> - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	None	<u>SL.6.2</u> - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
		<u>SL.6.3</u> - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	None	<u>SL.6.3</u> - Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	None	SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
		SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	None	SL.6.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
		SL.6.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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 on page 53 [of the CCSS] for specific expectations.)~~	SL.6.6 - 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 on page 53 [of the CCSS] for specific expectations.)

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.6.7 - Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when speaking.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.6.1 - Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing or speaking.
		SL.6.7.a - Vary sentence patterns for meaning, reader/listener interest, and style.	None	L.6.3a - Vary sentence patterns for meaning, reader/listener interest, and style.
		SL.6.7.b - Ensure that pronouns are in the proper case (subjective, objective, possessive).	None	L.6.1a - Ensure that pronouns are in the proper case (subjective, objective, possessive).
		SL.6.7.c - Use intensive pronouns (e.g., myself, ourselves).	None	L.6.1b - Use intensive pronouns (e.g., myself, ourselves).
		SL.6.7.d - Recognize and correct inappropriate shifts in pronoun number and person.	None	L.6.1c - Recognize and correct inappropriate shifts in pronoun number and person.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	SL.6.7.e - Recognize and correct vague pronouns.	None	L.6.1d - Recognize and correct vague pronouns.
		SL.6.7.f - Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language.	Recognize variations from standard English in their own and others' ~~writing and~~ speaking, and identify and use strategies to improve expression in conventional language.	L.6.1e - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		SL.6.7.g - Maintain consistency in style and tone.	None	L.6.3b - Maintain consistency in style and tone.
		No standard	None	No standard

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		SL.6.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	None	L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading: Foundational	*Print Concepts*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonological Awareness	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonics & Word Recognition	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Foundational (Continued)	**Phonics & Word Recognition (Continued)**	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Fluency	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Fluency (Continued)	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
Reading: Literature	*Key Ideas & Details*	RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RL.6.2 - 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.	None	RL.6.2 - 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.
		RL.6.3 - 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.	None	RL.6.3 - 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.

Strand	Line	Grade 6		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Craft & Structure	RL.6.4 - 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.	None	RL.6.4 - 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.
		RL.6.5 - 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.	None	RL.6.5 - 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.
		RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.	None	RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.6.7 - 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.	None	RL.6.7 - 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.
		RL.6.8 - N/A to Literature	None	RL.6.8 - N/A to Literature
		RL.6.9 - 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.	None	RL.6.9 - 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.
	Language in Reading: Literature	RL.6.10 - Use knowledge of language and its conventions when reading to improve comprehension.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening~~ *to improve comprehension* .	L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Strand	Line	Grade 6		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.6.11 - 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.	None	L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.
		RL.6.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.6.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RL.6.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	None	L.6.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
		RL.6.11.c - Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	None	L.6.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Literature (Continued)**	RL.6.11.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).	None	L.6.4d - 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).
		RL.6.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.6.12.a - Interpret figures of speech in context.	None	L.6.5a - Interpret figures of speech (e.g., personification) in context.
		RL.6.12.b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	None	L.6.5b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Lit. (Continued)**	RL.6.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.6.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Range of Reading & Level of Text	RL.6.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend *high-quality* ~~literature, including stories,~~ dramas, *prose,* and poet*ry* ~~ms, in the~~ *of appropriate quantitative and qualitative* ~~grades 6-8 text~~ complexity ~~band proficiently, with scaffolding as needed at the high end of the range~~ *for Grade 6* .	RL.6.10 - 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.
Reading: Informational	*Key Ideas & Details*	RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RI.6.2 - 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 judgments.	None	RI.6.2 - 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 judgments.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	Key Ideas & Details (Continued)	RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	None	RI.6.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	Craft & Structure	RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	None	RI.6.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
		RI.6.5 - 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.	None	RI.6.5 - 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.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	None	RI.6.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	Integration of Knowledge & Ideas	RI.6.7 - 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.	None	RI.6.7 - 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.
		RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	None	RI.6.8 - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	None	RI.6.9 - Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	Language in Reading: Informational	RI.6.10 - Use knowledge of language and its conventions when reading to improve comprehension.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening~~ *to improve comprehension* .	L.6.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		RI.6.11 - 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.	None	L.6.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies.

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.6.11.a - Use context as a clue to the meaning of a word or phrase	None	L.6.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RI.6.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	None	L.6.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
		RI.6.11.c - Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	None	L.6.4c - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		RI.6.11.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).	None	L.6.4d - 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).

Strand	Line	Grade 6		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.6.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.6.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.6.12.a - Interpret figures of speech in context.	None	L.6.5a - Interpret figures of speech (e.g., personification) in context.
		RI.6.12.b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	None	L.6.5b - Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
		RI.6.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.6.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Strand	Line	Grade 6		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.6.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 6.	Read and comprehend *high-quality informational text of appropriate quantitative and qualitative* literary nonfiction in the grades 6-8 text complexity *for Grade 6* band proficiently, with scaffolding as needed at the high end of the range.	RI.6.10 - 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.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing	Text Types & Purposes	<u>W.7.1</u> - Write arguments to support claims with clear reasons and relevant evidence.	None	<u>W.7.1</u> - Write arguments to support claims with clear reasons and relevant evidence.
		<u>W.7.1.a</u> - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	None	<u>W.7.1a</u> - Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
		<u>W.7.1.b</u> - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	None	<u>W.7.1b</u> - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.7.1.c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	None	W.7.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
		W.7.1.d - Establish and maintain a formal style.	None	W.7.1d - Establish and maintain a formal style.
		W.7.1.e - Provide a concluding statement or section that follows from and supports the argument presented.	None	W.7.1e - Provide a concluding statement or section that follows from and supports the argument presented.
		W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis, of relevant content.	None	W.7.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis, of relevant content.

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.7.2.a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	None	W.7.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		W.7.2.b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	None	W.7.2b - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
		W.7.2.c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	None	W.7.2c - Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		W.7.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	None	W.7.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.7.2.e - Establish and maintain a formal style.	None	W.7.2e - Establish and maintain a formal style.
		W.7.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented.	None	W.7.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.
		W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	None	W.7.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
		W.7.3.a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	None	W.7.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.7.3.b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	None	W.7.3b - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
		W.7.3.c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	None	W.7.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
		W.7.3.d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	None	W.7.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		W.7.3.e - Provide a conclusion that follows from and reflects on the narrated experiences or events.	None	W.7.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing*	W.7.4 - 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 expectations for writing types are defined in standards 1-3 above.)~~	W.7.4 - 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.)
		W.7.5 - With some guidance and support from adults and peers, 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.	With some guidance and support from adults and peers, 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 on page 52 [of the CCSS].)~~	W.7.5 - With some guidance and support from adults and peers, 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 on page 52 [of the CCSS].)

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.7.6 - 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.	None	W.7.6 - 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 & Present Knowledge	W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	None	W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	Research to Build & Present Knowledge (Continued)	W.7.8 - 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.	None	W.7.8 - 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.
		W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	None	W.7.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		W.7.9.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.").	None	W.7.9a - 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.").

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Research to Build... (Cont.)**	W.7.9.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.").	None	W.7.9b - 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.").
	Language in Writing	W.7.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.7.10.a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	None	L.7.3a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		W.7.10.b - Explain the function of phrases and clauses in general and their function in specific sentences.	None	L.7.1a - Explain the function of phrases and clauses in general and their function in specific sentences.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.7.10.c - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	None	L.7.1b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		W.7.10.d - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	None	L.7.1c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.7.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.7.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.7.11.a - Use a comma to separate coordinate adjectives.	None	L.7.2a - Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
		W.7.11.b - Spell correctly.	None	L.7.2b - Spell correctly.
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.7.12 - 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.	None	W.7.10 - 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 Listening	*Comprehension & Collaboration*	SL.7.1 - 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.	None	SL.7.1 - 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.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.7.1.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.	None	SL.7.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		SL.7.1.b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	None	SL.7.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		SL.7.1.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.	None	SL.7.1c - 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.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.7.1.d - Acknowledge new information expressed by others and, when warranted, modify their own views.	None	SL.7.1d - Acknowledge new information expressed by others and, when warranted, modify their own views.
		SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	None	SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
		SL.7.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	None	SL.7.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.7.4 - 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.	None	SL.7.4 - 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.
		SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	None	SL.7.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
		SL.7.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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 on page 52 [of the CCSS] for specific expectations.)~~	SL.7.6 - 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 on page 52 [of the CCSS] for specific expectations.)

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.7.7 - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.7.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.7.7.a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	None	L.7.3a - Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
		SL.7.7.b – Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	None	L.7.1b - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
		SL.7.7.c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	None	L.7.1c - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
		No standard	None	No standard

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		SL.7.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	None	L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading: Foundational	*Print Concepts*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonological Awareness	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonics & Word Recognition	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonics & Word Recognition (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Fluency	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature	*Fluency (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Key Ideas & Details	RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RL.7.2 - 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.	None	RL.7.2 - 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.
		RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	None	RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Craft & Structure**	RL.7.4 - 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.	None	RL.7.4 - 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.
		RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	None	RL.7.5 - Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
		RL.7.6 - Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	None	RL.7.6 - Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Integration of Knowledge & Ideas*	RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	None	RL.7.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
		RL.7.8 - N/A to Literature	None	RL.7.8 - N/A to Literature
		RL.7.9 - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	None	RL.7.9 - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	Language in Reading: Literature	RL.7.10 - Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening~~. *to aid comprehension of literary texts .*	L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Literature (Continued)**	RL.7.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.	None	L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.
		RL.7.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.7.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RL.7.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	None	L.7.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
		RL.7.11.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 or its part of speech.	None	L.7.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.7.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.7.4d - 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).
		RL.7.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.7.12.a - Interpret figures of speech in context.	None	L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
		RL.7.12.b - Use the relationship between particular words to better understand each of the words.	None	L.7.5b - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	RL.7.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.7.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational	Range of Reading & Level of Text	RL.7.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend *high-quality* ~~literature, including stories,~~ dramas, *prose,* and poetry, ~~in the grades 6-8 text~~ *of appropriate quantitative and qualitative* complexity *for Grade 7* ~~band proficiently, with scaffolding as needed at the high end of the range.~~	RL.7.10 - 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.
	Key Ideas & Details	RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RI.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RI.7.2 - 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.	None	RI.7.2 - 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.

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	**Key Ideas & Details (Continued)**	RI.7.3 - 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).	None	RI.7.3 - 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).
	Craft & Structure	RI.7.4 - 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.	None	RI.7.4 - 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.
		RI.7.5 - 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.	None	RI.7.5 - 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.

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.7.6 - 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.	None	RI.7.6 - 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 of Knowledge & Ideas	RI.7.7 - 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).	None	RI.7.7 - 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).
		RI.7.8 - 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.	None	RI.7.8 - 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.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.7.9 - 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.	None	RI.7.9 - 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.
	Language in Reading: Informational	RI.7.10 - Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading, ~~or listening~~ *to aid comprehension of informational texts* .	L.7.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		RI.7.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.	None	L.7.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.7.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.7.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RI.7.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	None	L.7.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
		RI.7.11.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 or its part of speech.	None	L.7.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		RI.7.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.7.4d - 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).

Strand	Line	Grade 7		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	**Language in Reading: Informational (Continued)**	RI.7.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.7.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.7.12.a - Interpret figures of speech in context.	None	L.7.5a - Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
		RI.7.12.b - Use the relationship between particular words to better understand each of the words.	None	L.7.5b - Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
		RI.7.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.7.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Strand	Line	Grade 7		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	**Language in Reading: Info. (Cont.)**	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.7.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 7.	Read and comprehend *high-quality informational text of appropriate quantitative and qualitative* ~~literary nonfiction in the grades 6-8 text~~ complexity *for Grade 7* ~~band proficiently, with scaffolding as needed at the high end of the range.~~	RI.7.10 - 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.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.	None	W.8.1 - Write arguments to support claims with clear reasons and relevant evidence.
		W.8.1.a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	None	W.8.1a - Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
		W.8.1.b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	None	W.8.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Text Types & Purposes (Continued)	W.8.1.c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	None	W.8.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
		W.8.1.d - Establish and maintain a formal style.	None	W.8.1d - Establish and maintain a formal style.
		W.8.1.e - Provide a concluding statement or section that follows from and supports the argument presented.	None	W.8.1e - Provide a concluding statement or section that follows from and supports the argument presented.
		W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis, of relevant content.	None	W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis, of relevant content.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.8.2.a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	None	W.8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		W.8.2.b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	None	W.8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		W.8.2.c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	None	W.8.2c - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		W.8.2.d - Use precise language and domain-specific vocabulary to inform about or explain the topic.	None	W.8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

Strand	Line	Grade 8		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Text Types & Purposes (Continued)	W.8.2.e - Establish and maintain a formal style.	None	W.8.2e - Establish and maintain a formal style.
		W.8.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented.	None	W.8.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented.
		W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	None	W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
		W.8.3.a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	None	W.8.3a - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Strand	Line	Grade 8		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Writing (Continued)	Text Types & Purposes (Continued)	W.8.3.b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	None	W.8.3b - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
		W.8.3.c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.	None	W.8.3c - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one timeframe or setting to another, and show the relationships among experiences and events.
		W.8.3.d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	None	W.8.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		W.8.3.e - Provide a conclusion that follows from and reflects on the narrated experiences or events.	None	W.8.3e - Provide a conclusion that follows from and reflects on the narrated experiences or events.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing*	W.8.4 - 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 Writing standards 1-3.)	None	W.8.4 - 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 Writing standards 1-3.)
		W.8.5 - With some guidance and support from adults and peers, 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.	With some guidance and support from adults and peers, 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 8 on page 52 [of the CCSS].)~~	W.8.5 - With some guidance and support from adults and peers, 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 8 on page 52 [of the CCSS].)

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	None	W.8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
	Research to Build & Present Knowledge	W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	None	W.8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Research to Build & Present Knowledge (Continued)**	W.8.8 - 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.	None	W.8.8 - 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.
		W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	None	W.8.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		N/A	~~Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, and character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").~~	W.8.9a - Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, and character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build... (Cont.)*	N/A	~~Apply grade 8 Reading standards to literary nonfiction (e.g., "Deliniate 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.").~~	W.8.9b - Apply grade 8 Reading standards to literary nonfiction (e.g., "Deliniate 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.").
	Language in Writing	W.8.10 - Demonstrate command of the conventions of standard English grammar and usage when writing.	Demonstrate command of the conventions of standard English grammar and usage when writing ~~or speaking~~.	L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.8.10.a - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	None	L.8.3a - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
		W.8.10.b - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	None	L.8.1a - Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Language in Writing (Continued)**	W.8.10.c - Form and use verbs in the active and passive voice.	None	L.8.1b - Form and use verbs in the active and passive voice.
		W.8.10.d - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	None	L.8.1c - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		W.8.10.e - Recognize and correct inappropriate shifts in verb voice and mood.	None	L.8.1d - Recognize and correct inappropriate shifts in verb voice and mood.
		No standard	None	No standard

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		<u>W.8.11</u> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	<u>L.8.2</u> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.8.11.a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	None	L.8.2a - Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
		W.8.11.b - Use an ellipsis to indicate an omission.	None	L.8.2b - Use an ellipsis to indicate an omission.
		W.8.11.c - Spell correctly.	None	L.8.2c - Spell correctly.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Language in Writing (Continued)	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.8.12 - 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.	None	W.8.10 - 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 Listening	Comprehension & Collaboration	SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	None	SL.8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.8.1.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.	None	SL.8.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		SL.8.1.b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	None	SL.8.1b - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		SL.8.1.c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	None	SL.8.1c - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Comprehension & Collaboration (Continued)*	SL.8.1.d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	None	SL.8.1d - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
		SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	None	SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
		SL.8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	None	SL.8.3 - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	Presentation of Knowledge & Ideas	SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronounciation.	None	SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronounciation.
		SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	None	SL.8.5 - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		SL.8.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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 on page 52 [of the CCSS] for specific expectations.)~~	SL.8.6 - 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 on page 52 [of the CCSS] for specific expectations.)

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Language in Speaking & Listening**	<u>SL.8.7</u> - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	<u>L.8.1</u> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		<u>SL.8.7.a</u> - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	None	<u>L.8.3a</u> - Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.
		<u>SL.8.7.b</u> - Form and use verbs in the active and passive voice.	None	<u>L.8.1b</u> - Form and use verbs in the active and passive voice.
		<u>SL.8.7.c</u> - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	None	<u>L.8.1c</u> - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		<u>SL.8.7.d</u> - Recognize and correct inappropriate shifts in verb voice and mood.	None	<u>L.8.1d</u> - Recognize and correct inappropriate shifts in verb voice and mood.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		SL.8.8 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	None	L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading: Foundational	*Print Concepts*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonological Awareness	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonics & Word Recognition	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	Phonics & Word Recognition (Continued)	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Fluency	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Fluency (Continued)	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
Reading: Literature	Key Ideas & Details	RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	None	RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		RL.8.2 - 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.	None	RL.8.2 - 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.
		RL.8.3 - 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.	None	RL.8.3 - 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.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Craft & Structure*	RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	None	RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
		RL.8.5 - 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.	None	RL.8.5 - 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.
		RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	None	RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Integration of Knowledge & Ideas**	RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	None	RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
		RL.8.8 - N/A to Literature	None	RL.8.8 - N/A to Literature
		RL.8.9 - 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.	None	RL.8.9 - 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.
	Language in Reading: Literature	RL.8.10 - Use knowledge of language and its conventions when reading to aid comprehension of literary texts.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading~~, or listening~~ *to aid comprehension of literary texts*.	L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.8.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.	None	L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.
		RL.8.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RL.8.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	None	L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
		RL.8.11.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 or its part of speech.	None	L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Language in Reading: Literature (Continued)**	RL.8.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.8.4d - 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).
		RL.8.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.8.12.a - Interpret figures of speech in context.	None	L.8.5a - Interpret figures of speech (e.g., verbal irony, puns) in context.
		RL.8.12.b - Use the relationship between particular words to better understand each of the words.	None	L.8.5b - Use the relationship between particular words to better understand each of the words.

Strand	Line	Grade 8		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Language in Reading: Lit. (Continued)	RL.8.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willfil, firm, persistent, resolute).
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Range of Reading & Level of Text	RL.8.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend *high-quality* ~~literature, including stories,~~ dramas, *prose,* and poe~~try~~ *try* ~~ms~~ *of appropriate quantitative and qualitative* ~~, at the high end of the grades 6-8 text~~ complexity f*or Grade 8* ~~band independently and proficiently.~~	RL.8.10 - Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 6-8 text complexity band independently and proficiently.
Reading: Informational	Key Ideas & Details	RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	None	RI.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
		RI.8.2 - 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.	None	RI.8.2 - 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.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	Key Ideas & Details (Continued)	RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	None	RI.8.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	Craft & Structure	RI.8.4 - 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.	None	RI.8.4 - 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.
		RI.8.5 - 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.	None	RI.8.5 - 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.

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
	Craft & Structure (Continued)	RI.8.6 - 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.	None	RI.8.6 - 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.
	Integration of Knowledge & Ideas	RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	None	RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
		RI.8.8 - 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.	None	RI.8.8 - 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.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.8.9 - 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.	None	RI.8.9 - 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.
	Language in Reading: Informational	RI.8.10 - Use knowledge of language and its conventions when reading to aid comprehension of informational texts.	Use knowledge of language and its conventions when ~~writing, speaking,~~ reading *to aid comprehension of informational texts*~~, or listening~~.	L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
		RI.8.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.	None	L.8.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies.

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.8.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.8.4a - Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		RI.8.11.b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	None	L.8.4b - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
		RI.8.11.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 or its part of speech.	None	L.8.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		RI.8.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.8.4d - 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).

Strand	Line	Grade 8		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.8.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.8.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.8.12.a - Interpret figures of speech in context.	None	L.8.5a - Interpret figures of speech (e.g., verbal irony, puns) in context.
		RI.8.12.b - Use the relationship between particular words to better understand each of the words.	None	L.8.5b - Use the relationship between particular words to better understand each of the words.
		RI.8.12.c - Distinguish among the connotations (associations) of words with similar denotations (definitions).	None	L.8.5c - Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Strand	Line	Grade 8		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Info. (Cont.)*	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.8.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grade 8.	Read and comprehend ~~literary nonfiction at the high end of the grades 6-8 text~~ *high-quality informational text of appropriate quantitative and qualitative* complexity *for Grade 8* ~~band independently and proficiently.~~	RI.8.10 - Read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing	Text Types & Purposes	W.10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	None	W.10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
		W.10.1.a - Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.	None	W.10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
		W.10.1.b - Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	None	W.10.1b - Develop claim(s) and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.10.1.c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	None	W.10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
		W.10.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	None	W.10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		W.10.1.e - Provide a concluding statement or section that follows and supports the argument presented.	None	W.10.1e - Provide a concluding statement or section that follows and supports the argument presented.
		W.10.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine and convey ~~complex~~ ideas, concepts, and information ~~clearly and accurately~~ through ~~the effective~~ selection, organization, and analysis of *relevant* content.	W.10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.10.2.a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.	None	W.10.2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		W.10.2.b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	None	W.10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		W.10.2.c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	None	W.10.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		W.10.2.d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.	None	W.10.2d - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Text Types & Purposes (Continued)**	W.10.2.e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	None	W.10.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		W.10.2.f - Provide a concluding statement or section that follows from and supports the information or explanation presented.	None	W.10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		W.10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	None	W.10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
		W.10.3.a - Engage the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Engage ~~and orient~~ the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	W.10.3a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Text Types & Purposes (Continued)*	W.10.3.b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	None	W.10.3b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
		W.10.3.c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	None	W.10.3c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
		W.10.3.d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	None	W.10.3d - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
		W.10.3.e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	None	W.10.3e - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Production & Distribution of Writing*	W.10.4 - 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 Writing standards 1-3.)	None	W.10.4 - 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 Writing standards 1-3.)
		W.10.5 - 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.	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 9-10 on page 54 [of the CCSS].)~~	W.10.5 - 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 9-10 on page 54 [of the CCSS].)~~

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	**Production & Distribution of Writing (Cont.)**	W.10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	None	W.10.6 - Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Research to Build & Present Knowledge	W.10.7 - 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.	None	W.10.7 - 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.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Research to Build & Present Knowledge (Continued)*	W.10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	None	W.10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
		W.10.9 - Draw evidence from Grades 9-10 literary or informational texts to support analysis, reflection, and research.	Draw evidence from *Grades 9-10* literary or informational texts to support analysis, reflection, and research.	W.10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
		N/A	~~Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and 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").~~	W.10.9a - Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and 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].").

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	Research to Build... (Cont.)	N/A	~~Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Deliniate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").~~	W.10.9b - Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Deliniate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").
	Language in Writing	W.10.10 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	None	L.10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		W.10.10.a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	None	L.10.10.3a - Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
		W.10.10.b - Use parallel structure.	None	L.10.1a - Use parallel structure.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Writing (Continued)	**Language in Writing (Continued)**	W.10.10.c - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	None	L.10.1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		W.10.11 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	None	L.10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	W.10.11.a - Use a semicolon to link two or more closely related independent clauses.	Use a semicolon ~~(and perhaps a conjunctive adverb)~~ to link two or more closely related independent clauses.	L.10.2a - Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
		W.10.11.b - Use a colon to introduce a list or quotation.	None	L.10.2b - Use a colon to introduce a list or quotation.
		W.10.11.c - Spell correctly.	None	L.10.2c - Spell correctly.
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Writing (Continued)	*Language in Writing (Continued)*	No standard	None	No standard
		No standard	None	No standard
	Range of Writing	W.10.12 - 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.	None	W.10.10 - 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.
Speaking and Listening	*Comprehension & Collaboration*	SL.10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	None	SL.10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.10.1.a - Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	*Be prepared to discuss* ~~Come to discussions prepared~~, having read and researched material ~~under study~~; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SL.10.1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
		SL.10.1.b - Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.	None	SL.10.1b - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
		SL.10.1.c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	None	SL.10.1c - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Speaking and Listening (Continued)	**Comprehension & Collaboration (Continued)**	SL.10.1.d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	None	SL.10.1d - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
		SL.10.2 - Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	None	SL.10.2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.
		SL.10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	None	SL.10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Presentation of Knowledge & Ideas*	SL.10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	None	SL.10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
		SL.10.5 - Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	None	SL.10.5 - 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.
		SL.10.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	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 on page 54 [of the CCSS] for specific expectations.)	SL.10.6 - 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 on page 54 [of the CCSS] for specific expectations.)

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening*	SL.10.7 - Demonstrate command of the conventions of standard English grammar and usage when speaking.	Demonstrate command of the conventions of standard English grammar and usage when ~~writing or~~ speaking.	L.10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		SL.10.7.a - Use parallel structure.	None	L.10.1a - Use parallel structure.
		SL.10.7.b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	None	L.10.1b - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
		No standard	None	No standard
		No standard	None	No standard

Crosswalk of 2017 and 2010 KS Standards

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	Language in Speaking & Listening (Continued)	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

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Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Speaking and Listening (Continued)	*Language in Speaking & Listening (Continued)*	No standard	None	No standard
		No standard	None	No standard
		SL.10.8 - Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	None	L.10.6 - Acquire and use accurately general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Reading: Foundational	*Print Concepts*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Print Concepts (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonological Awareness	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonological Awareness (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Phonics & Word Recognition	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Foundational (Continued)	*Phonics & Word Recognition (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Fluency	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature	*Fluency (Continued)*	Ends in Grade 5	None	Ends in Grade 5
		Ends in Grade 5	None	Ends in Grade 5
	Key Ideas & Details	RL.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RL.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RL.10.2 - Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.	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.	RL.10.2 - 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.
		RL.10.3 - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	None	RL.10.3 - Analyze how complex characters (e.g., those with multiple of conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Craft & Structure*	RL.10.4 - 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.	None	RL.10.4 - 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).
		RL.10.5 - 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.	None	RL.10.5 - 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.
		RL.10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature.	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~~.	RL.10.6 - 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.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Literature (Continued)	**Integration of Knowledge & Ideas**	RL.10.7 - Analyze and evaluate the representation of a subject or a key scene in multiple media formats.	Analyze *and evaluate* the representation of a subject or a key scene in ~~two different artistic~~ *mulitple* medi*a* ~~ums~~ *formats* ~~,~~ ~~including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughal's Landscape with the Fall of Icarus).~~	RL.10.7 - 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 "Musee des Beaux Arts" and Breughal's Landscape with the Fall of Icarus).
		RL.10.8 - N/A to Literature	None	RL.10.8 - N/A to Literature
		RL.10.9 - Analyze how an author draws on and transforms source material in a specific work.	None	RL.10.9 - 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).
	Language in Reading: Literature	RL.10.10 - 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.	None	L.10.3 - 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.

Strand	Line	Grade 10		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Literature (Continued)	Language in Reading: Literature (Continued)	RL.10.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	None	L.10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
		RL.10.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.10.4a - 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.
		RL.10.11.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	None	L.10.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
		RL.10.11.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, or its etymology.	None	L.10.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Literature (Continued)*	RL.10.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.10.4d - 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).
		RL.10.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RL.10.12.a - Interpret figures of speech in context and analyze their role in the text.	None	L.10.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
		RL.10.12.b - Analyze nuances in the meaning of words with similar denotations.	None	L.10.5b - Analyze nuances in the meaning of words with similar denotations.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Literature (Continued)	*Language in Reading: Lit. (Continued)*	No standard	None	No standard
		No standard	None	No standard
		No standard	None	No standard

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Range of Reading & Level of Text	RL.10.13 - Read and comprehend high-quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grades 9-10.	Read and comprehend *high-quality* ~~literature, including stories,~~ dramas, *prose* and poe*try*~~ms~~, *of appropriate quantitative and qualitative* ~~at the high end of the grades 9-10 text~~ complexity *for Grades 9-10* ~~band independently and proficiently~~.	RL.10.10 - Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
Reading: Informational	**Key Ideas & Details**	RI.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	None	RI.10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		RI.10.2 - Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	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.	RI.10.2 - 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.

Strand	Line	Grade 10		
		New Revised (2017)	Changes to Standards Language	Old (2010)
Reading: Informational (Continued)	Key Ideas & Details (Continued)	RI.10.3 - 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.	None	RI.10.3 - 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.
	Craft & Structure	RI.10.4 - 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.	None	RI.10.4 - 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 differs from that of a newspaper).
		RI.10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	None	RI.10.5 - 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).

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
	Craft & Structure (Continued)	RI.10.6 - 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.	None	RI.10.6 - 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.
	Integration of Knowledge & Ideas	RI.10.7 - Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.	None	RI.10.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
		RI.10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	None	RI.10.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Strand	Line	Grade 10		
		New Revised (2017)	**Changes to Standards Language**	**Old (2010)**
Reading: Informational (Continued)	*Integration of Knowledge & Ideas (Continued)*	RI.10.9 - Analyze documents of historical and literary significance, including how they address related themes and concepts.	Analyze ~~seminal U.S.~~ documents of historical and literary significance ~~(e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail")~~, including how they address related themes and concepts.	RI.10.9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedom's speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
	Language in Reading: Informational	RI.10.10 - 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.	None	L.10.3 - 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.
		RI.10.11 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	None	L.10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.10.11.a - Use context as a clue to the meaning of a word or phrase.	None	L.10.4a - 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.
		RI.10.11.b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	None	L.10.4b - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
		RI.10.11.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, or its etymology.	None	L.10.4c - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
		RI.10.11.d - Verify the preliminary determination of the meaning of a word or phrase.	None	L.10.4d - 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).

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	*Language in Reading: Informational (Continued)*	RI.10.12 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	None	L.10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
		No standard	None	No standard
		RI.10.12.a - Interpret figures of speech in context and analyze their role in the text.	None	L.10.5a - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
		RI.10.12.b - Analyze nuances in the meaning of words with similar denotations.	None	L.10.5b - Analyze nuances in the meaning of words with similar denotations.
		No standard	None	No standard

Strand	Line	Grade 10		
		New Revised (2017)	*Changes to Standards Language*	*Old (2010)*
Reading: Informational (Continued)	**Language in Reading: Info. (Cont.)**	No standard	None	No standard
		No standard	None	No standard
	Range of Reading & Level of Text	RI.10.13 - Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.	Read and comprehend *high-quality informational text of appropriate quantitative and qualitative* literary nonfiction at the high end of the grades 9-10 text complexity *for Grades 9-10* band independently and proficiently.	RI.10.10 - Read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.