

Achieve Match Rating				
0=No Changes				
1=Very close match or the revision strengthens the standard or makes it clearer				
2=Partial match: there is a noticeable change, and the change may have made its interpretation more difficult for the user (e.g., an important example has been cut).				
3=Partial match: the revision weakens the standard, and important content may have been lost.				
4= No match: ELA10 has a standard, but AZ has eliminated it, and the elimination of the standard is a weakness.				
5=No match: AZ eliminated a ELA10, but the elimination does not weaken the suite of standards.				
6=No match: AZ has added a standard that does not have a match in the ELA10, and the addition is a strength (e.g., cursive writing, foundational writing).				
7=No Match: AZ has expectation, and Achieve cautions against it (because it is confusing, unnecessary, unmeasurable, or otherwise problematic).				
8=No Match: AZ has expectation which does not appear in ELA10; Achieve sees this as neither a strength nor a weakness.				
2010 ELA Standards		2016 Draft ELA Standards (Changes Reflected in Red)	Achieve Match Rating	Comments
Code	Standard	Code	Standard	
Reading Standards for Literature		Reading Standards for Literature		
Key Ideas and details		Key Ideas and details		
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	K.RL.1	With prompting and support, ask and answer questions about key details in a text.	0=There are no changes to the ELA10 standard.
K.RL.2	With prompting and support, retell familiar stories, including key details.	K.RL.2	With prompting and support, retell familiar stories, including key details.	0=There are no changes to the ELA10 standard.
K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	0=There are no changes to the ELA10 standard.
Craft and Structure		Craft and Structure		

K.RL.4	Ask and answer questions about unknown words in a text.	K.RL.4	Ask and answer questions about unknown words in a text.	0=There are no changes to the ELA10 standard.	
K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	0=There are no changes to the ELA10 standard.	
K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.RL.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g.,	K.RL.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g.,	0=There are no changes to the ELA10 standard.	
K.RL.8	(Not applicable to literature)	K.RL.8	(Not applicable to literature)	0=There are no changes to the ELA10 standard.	
K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	0=There are no changes to the ELA10 standard.	

Range of Reading and Level of Text Complexity	
K.RL.10	Actively engage in group reading activities with purpose and understanding.
Reading Standards for Informational Text	
Key Ideas and details	
K.RI.1	With prompting and support, ask and answer questions about key details in a text.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	

Range of Reading and Level of Text Complexity			
K.RL.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	1=This revision strengthens the standard	The addition of "with prompting and support" provides a scaffold for emergent readers.
Reading Standards for Informational Text			
Key Ideas and details			
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	0=There are no changes to the ELA10 standard.	
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	0=There are no changes to the ELA10 standard.	
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	0=There are no changes to the ELA10 standard.	
Craft and Structure			

K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	0=There are no changes to the ELA10 standard.	
K.RI.5	Identify the front cover, back cover, and title page of a book.	K.RI.5	Identify the front cover, back cover, and title page of a book.	0=There are no changes to the ELA10 standard.	
K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RI.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
K.RI.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).	K.RI.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).	0=There are no changes to the ELA10 standard.	
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	0=There are no changes to the ELA10 standard.	

K.RI.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).	K.RI.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).	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
K.RI.10	Actively engage in group reading activities with purpose and understanding.	K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.	1=This revision strengthens the standard	The addition of "with prompting and support" provides scaffolding for emergent readers.
AZ.K.RI.10	a. Actively engage in a group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and	AZ.K.RI.10	With prompting and support, actively engage in group reading activities with purpose and understanding.		This is a repetition of the prior standard.
Reading Standards: Foundational Skills		Reading Standards: Foundational Skills			
Print Concepts		Print Concepts			

<p>K.RF.1</p>	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page</p> <p>b. Recognize that spoken words are represented in written language by specific sequence of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>K.RF.1</p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters. <i>Identify that a sentence is made up of a group of words.</i></p> <p>c. <i>Recognize the difference between a letter and a printed word.</i> Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper and lowercase letters of the alphabet.</p>	<p>2= Partial match, the interpretation may be difficult for the reader</p>	<p>The additions are solid, good, and thoughtful. However, the format for the additions is a bit confusing. Could they be added as additional substandards E and F, or as substandard E that focuses on sentences?</p>
Phonological Awareness		Phonological Awareness		

K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. *(This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	K.RF.2	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the most frequent sound(s) for each consonant and the five major vowels.</p> <p>b. Recognize and produce rhyming words.</p> <p>c. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. Blend and segment spoken phonemes to form one-syllable words (e.g., /m/ /a/ /n/).</p> <p>d. Isolate and pronounce the initial, medial vowel (long and short vowels) and final sounds (phonemes) in</p>	1=The revision strengthens the standard	The additions of A and E are good, but to maintain parallelism, consider changing E from "manipulation" to "manipulate."
Reading Standards: Foundational Skills K-2		Reading Standards: Foundational Skills K-2			
Phonics and Word Recognition		Phonics and Word Recognition			

K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	K.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the most frequent sound(s) for each consonant and the five major vowels.</p> <p>b. Decode regularly spelled closed syllable words.</p> <p>c. Read the 50=There are no changes to the ELA10 standard. most common high-frequency words by sight from a research-based word list.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	1=This is very close to the original standard.	Overall, the standard makes some positive changes, specifically A and C. However, B is different and has a different intent.
Fluency		Fluency			
K.RF.4	Read emergent-reader texts with purpose and understanding.	K.RF.4	Read emergent-reader texts with purpose and understanding.	0=There are no changes to the ELA10 standard.	

College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			
K.W.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 . . .).	K.W.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 . . .).	0=There are no changes to the ELA10 standard.	
K.W.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.	K.W.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.	0=There are no changes to the ELA10 standard.	
K.W.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.	K.W.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.	0=There are no changes to the ELA10 standard.	

Production and Distribution of Writing		Production and Distribution of Writing			
K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	K.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	0=There are no changes to the ELA10 standard.	
AZ.K.W.4	a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose.	AZ.K.W.4	Eliminate AZ.K.W.4		
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as	K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as	0=There are no changes to the ELA10 standard.	There are no changes.

K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.W.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge			
K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author)	K.W.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author)	0=There are no changes to the ELA10 standard.	
K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided	K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided	0=There are no changes to the ELA10 standard.	
K.W.9	(Begins in grade 4)	K.W.9	(Begins in grade 4)	0=There are no changes to the ELA10 standard.	
Range of Writing		Range of Writing			
K.W.10	(Begins in grade 3)	K.W.10	(Begins in grade 3)	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	K.SL.1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	0=There are no changes to the ELA10 standard.	
K.SL.2	<p>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.</p>	K.SL.2	<p>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.</p>	0=There are no changes to the ELA10 standard.	
K.SL.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	K.SL.3	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	0=There are no changes to the ELA10 standard.	

Presentation of Knowledge and Ideas	
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.
Language Standards	
Conventions of Standard English	

Presentation of Knowledge and Ideas			
K.SL.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	0=There are no changes to the ELA10 standard.	
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	0=There are no changes to the ELA10 standard.	
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	0=There are no changes to the ELA10 standard.	
Language Standards			
Conventions of Standard English			

<p>K.L.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in</p>	<p>K.L.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use frequently occurring nouns and verbs.</p> <p>b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>e. Produce and expand complete sentences in shared language activities.</p>	<p>1=This is a very close match.</p>	<p>A, printing many upper and lowercase letters, is moved to reading foundational skills.</p>
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K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	K.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation.	1=This is a very close match	C and D were moved to writing foundational skills.
Knowledge of Language		Knowledge of Language			
K.L.3	(Begins in grade 2)	K.L.3	(Begins in grade 2)	0=There are no changes to the ELA10 standard	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>K.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p>	<p>K.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>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.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>K.L.5</p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>K.L.5</p>	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	0=There are no changes to the ELA10 standard.	
Writing Standards: Foundational Skills (*Not present in 20=There are no changes to the ELA10 standard.10=There are no changes to the ELA10 standard. standards)		Writing Standards: Foundational Skills			
		Sound-Letter Basics and Handwriting			Overall, this suite of standards is thoughtful and comprehensive.
K.WF.1	Match upper and lower case manuscript letters.	K.WF.1	Match upper and lower case manuscript letters.	6= There is no match in ELA10.	
K.WF.2	Write upper and lower case manuscript letters, with reference to a model.	K.WF.2	Write upper and lower case manuscript letters, with reference to a model.	1=This is a very close match to ELA10.	This expectation is already included in K.RF.1d.
K.WF.3	Write left to right and space between words.	K.WF.3	Write left to right and space between words.	6=This has no match to ELA10.	
K.WF.4	Repeat multi-syllable words and pronounce the separate syllables.	K.WF.4	Repeat multi-syllable words and pronounce the separate syllables.	7=As written, this standard is confusing.	The content is fine, but there is confusion as to why this standard is included in writing. That may be problematic for educators. If moved to RF, this would be a 6.

K.WF.5	Segment all the phonemes in two- and three- phoneme syllables and represent those phonemes with letters.	0=There are no changes to the ELA10 standard.	This expectation is already included in K.RF.2
K.WF.6	Write the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.	1=This is a very close match to ELA10.	This expectation is already included in K.RF.3
Spelling			Overall, the content in this suite of standards is thoughtful and comprehensive. However, why are these not included in the WF standards?
K.WF.1	Represent phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).	6=This has no match to ELA10.	
K. WF.2	Write or select an initial or final consonant when a medial vowel is provided.	6=This has no match to ELA10.	
K. WF.3	Spell VC (at, in) and CVC (pet, mud) words with short vowel sounds.	1=This is a very close match to ELA10.	

K. WF.4	Write the 20=There are no changes to the ELA10 standard. most frequently used words accurately, using a research based list.	6=This has no match to ELA10.	Does it matter where the list comes from? Could teachers use lists that are slightly different?
K. WF.5	Attempt phonetic spelling of unknown words.	1=This is a very close match to ELA10.	

2010 ELA Standards		2016 Draft ELA Standards (Changes Reflected in Red)		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards for Literature			
Key Ideas and details		Key Ideas and details			
1.RL.1	Ask and answer questions about key details in a text.	1.RL.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	1=This is a very close match.	This is a very close match.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.RL.2	Retell stories including key details and demonstrate understanding of their main idea, central message, or lesson.	1=This makes the standard clearer.	Inclusion of main idea adds an additional focus for the text, even though main idea is usually reserved for informational texts.
1.RL.3	Describe characters, settings, and major events in a story, using key details.	1.RL.3	Describe characters, settings, and major events in a story, using key details.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	1.RL.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	0=There are no changes to the ELA10 standard.	
1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.RL.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	0=There are no changes to the ELA10 standard.	

1.RL.6	Identify who is telling the story at various points in a text.	1.RL.6	Identify who is telling the story at various points in a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	1.RL.7	Use illustrations and details in a story to describe its characters, setting, or events.	0=There are no changes to the ELA10 standard.	
1.RL.8	(Not applicable to literature)	1.RL.8	(Not applicable to literature)	0=There are no changes to the ELA10 standard.	
1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	1.RL.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	0=There are no changes to the ELA10 standard.	
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
1.RI.1	Ask and answer questions about key details in a text.	1.RI.1	Ask and answer questions such as who, what, where, why, and how about key details in a text.	1=This makes the standard clearer.	Providing detail around who, what, where, why, and how adds additional focus, clarity, and specificity for the standard.

1.RI.2	Identify the main topic and retell key details of a text.	1.RI.2	Identify the main topic and retell key details of a text.	0=There are no changes to the ELA10 standard.	
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	0=There are no changes to the ELA10 standard.	
1.RI.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.	1.RI.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.	0=There are no changes to the ELA10 standard.	
1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			

1.RI.7	Use the illustrations and details in a text to describe its key ideas.	1.RI.7	Use the illustrations and details in a text to describe its key ideas.	0=There are no changes to the ELA10 standard.	
1.RI.8	Identify the reasons an author gives to support points in a text.	1.RI.8	Identify the reasons an author gives to support points in a text.	0=There are no changes to the ELA10 standard.	
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
1.RI.10	With prompting and support, read informational texts appropriately complex for grade 1.	1.RI.10	With prompting and support, read informational texts including functional texts, history/social studies, science, and technical texts, appropriately complex for grade 1.	1=This strengthens the standard.	The definitions of informational texts deliberately include history/social, science, and technical texts. This is a strong focus for the RI standard.
AZ.1.RI.10	a. With prompting and support, read functional texts including history/social studies, science and technical texts, appropriately complex for grade 1.	AZ.1.RI.10	Delete AZ.1.RI.10=There are no changes to the ELA10 standard.		

Reading Standards: Foundational Skills		Reading Standards: Foundational Skills			
Print Concepts		Print Concepts			
1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	1.RF.1	Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., capitalization of first word and ending punctuation).	1=This is a very close match	
Phonological Awareness		Phonological Awareness			

<p>1.RF.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.</p> <p>d. Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).</p>		<p>1.RF.2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>d. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.</p> <p>e. Segment spoken one syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/)</p> <p>f. Orally generate a series of original rhyming words using a variety of phonograms (e.g., -ed, -ake, -ant, ain,) and consonant</p>	<p>1=This is a close match.</p>	<p>F has both positives and things to note. The explanation of individual phonemes will support teachers and F is appropriate for grade 1. However, some confusion will result with the word "original." It is not clear what "original" intends to mean, and will be confusing for educators.</p>
Reading Standards: Foundational Skills	Reading Standards: Foundational Skills			
Phonics and Word Recognition	Phonics and Word Recognition			

1.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p>	1.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one syllable words.</p> <p>c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>d. Recognize and apply all six syllable types with grade-level appropriate texts.</p> <p>e. Read words with inflectional endings.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	3=Some important content is lost	<p>The revised C is an ok addition, but the original C has been dropped from the ELA10 standard, weakening it. D in AZ has a different focus than E in ELA10. The six syllable types will include two-syllable words.</p>
Fluency		Fluency			

1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	1.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	0=There are no changes to the ELA10 standard.	
College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			

1.W.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.	1.W.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.	0=There are no changes to the ELA10 standard.	
1.W.2	Write informative/explanatory texts in which they name a topic, supply	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide	0=There are no changes to the ELA10 standard.	
1.W.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.	1.W.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.	0=There are no changes to the ELA10 standard.	
Production and Distribution of Writing		Production and Distribution of Writing			

1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	1.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	0=There are no changes to the ELA10 standard.	
AZ.1.W.4	a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments,	AZ.1.W.4	Eliminate Az.1.W.4.a		
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and	1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to	0=There are no changes to the ELA10 standard.	
1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge			

1.W.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	1.W.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	0=There are no changes to the ELA10 standard.	
1.W.8	With guidance and support from adults, recall information from experiences or gather	1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided	0=There are no changes to the ELA10 standard.	
1.W.9	(Begins in grade 4)	1.W.9	(Begins in grade 4)		
Range of Writing		Range of Writing			
1.W.10	(Begins in grade 3)	1.W.10	(Begins in grade 3)		
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

1.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	1.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	0=There are no changes to the ELA10 standard.	
1.SL.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or</p>	1.SL.2	<p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	0=There are no changes to the ELA10 standard.	

1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.SL.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			
1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	1.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	0=There are no changes to the ELA10 standard.	
1.SL.5	Add drawings or other visual displays to descriptions when	1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas,	0=There are no changes to the ELA10 standard.	
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	1.SL.6	Produce complete sentences when appropriate to task and situation. (See 1.L.1. for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.)</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p>	1.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops. We hop.)</p> <p>c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>d. 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.).</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>g. Use determiners (e.g., articles,</p>	1=This is a very close match	Substandard A was moved to writing foundational standard 1.
AZ.1.L.1	k. Write multiple sentences in an order that supports a main idea or story.	AZ.1.L.1	k. Write multiple sentences in an order that supports a main idea or story.	0=There are no changes to the ELA10 standard.	

1.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p>	1.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p>	1=This is a very close match.	Substandards D and E were moved to writing foundational standards and expanded upon.
Knowledge of Language		Knowledge of Language			
1.L.3	(Begins in grade 2)	1.L.3	(Begins in grade 2)		
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>1.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>1.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>1.L.5</p>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>1.L.5</p>	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	1.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	0=There are no changes to the ELA10 standard.	
Writing Standards: Foundational Skills		Writing Standards: Foundational Skills			
		Sound-Letter Basics and Handwriting			This section of standards is strong and places a premium on sound-letter basics while writing. These are
1.WF.1	Write upper and lower case manuscript alphabet from memory	1.WF.1	Write upper and lower case manuscript alphabet from memory	1=This is a very close match	
1.WF.2	Write common grapheme (letter or letter group) for each phoneme	1.WF.2	Write common grapheme (letter or letter group) for each phoneme	6=There is no match in ELA10.	
1.WF.3	Orally segment the phonemes in any single-syllable, spoken word	1.WF.3	Orally segment the phonemes in any single-syllable, spoken word	6=There is no match in ELA10.	
1.WF.4	Know that each syllable is organized around a vowel sound	1.WF.4	Know that each syllable is organized around a vowel sound	6=There is no match in ELA10.	
		Spelling			This suite of standards is a strong addition to the writing foundational

1.WF.5	<p>Spell common, regular, single syllable words</p> <p>a. short vowels and single consonants</p> <p>b. Consonant graphemes including qu,x, and -ck; digraphs (e.g., thin, shop when, much, sing); and doubled letters (e.g., off, will, mess)</p> <p>c. Initial and final consonants blends (e.g., must, slab, plump)</p> <p>d. Long vowels spelled correctly predictably, including VCe (e.g., came, like) a few common vowel teams (e.g., boat, play, wait, see, team, right), and final -y (e.g., cry)</p> <p>e. Vowel -r combinations including er, ar, or (e.g., her, for, car)</p>	6=There is no match in ELA10.	This standard is much more detailed and a good addition to grade 1.
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1.WF.6	Spell words with inflections a. Verbs with -ing, -ed and -s and no change in the base word (e.g., snowed, playing, jumps) b. Nouns with -s, -es, and not change to the base word (e.g., rugs, kisses) c. Adjectives with -er, -est and no change to the base word (e.g., slower)	6=There is no match in ELA10.	
1.WF.7	Spell two-syllable words that: a. End in -y, -ly (e.g., smelly, badly) b. Are compounds (e.g., hotdog) c. Have two closed syllables (e.g., rabbit, wagon)	6=There is no match in ELA10.	

1.WF.8	Spell the 10=There are no changes to the ELA10 standard.0=There are no changes to the ELA10 standard. most often used words in English a. Irregular words (e.g., said, what, are, they was) b. Patterned based words (e.g., he, him, for, in, by, like)	6=There is no match in ELA10.	
1.WF.9	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	0=There are no changes to the ELA10 standard.	

2010 ELA Standards	
Code	Standard
Reading Standards for Literature	
Key Ideas and details	
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
2.RL.3	Describe how characters in a story respond to major events and challenges.
Craft and Structure	
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas	

2016 ELA Draft Standards (Changes Reflected in Red)		Achieve Match Rating	Comments
Code	Standard		
Reading Standards for Literature			
Key Ideas and details			
2.RL.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	0=There are no changes to the ELA10 standard.	
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	0=There are no changes to the ELA10 standard.	
2.RL.3	Describe how characters in a story respond to major events and challenges.	0=There are no changes to the ELA10 standard.	
Craft and Structure			
2.RL.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	0=There are no changes to the ELA10 standard.	
2.RL.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	0=There are no changes to the ELA10 standard.	
2.RL.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
2.RL.8	(Not applicable to literature)
2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity	
2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range
Reading Standards for Informational Text	
Key Ideas and details	
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.RL.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	0=There are no changes to the ELA10 standard.	
2.RL.8	(Not applicable to literature)	0=There are no	
2.RL.9	Compare and contrast the plot from two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	3=This has a partial match.	The standard was narrowed to focus on comparing and contrasting the plot of two versions of the same story; however, this may be difficult to achieve. Is plot defined as the five elements (exposition, rising action, climax, falling action, resolution), or is plot also expanded to include information about character and setting? If plot is defined as the 5 elements, as written, it may be hard to find contrasting elements. Many versions of the same story follow the same plot, but differ in their setting, character, dialogue, etc.
Range of Reading and Level of Text Complexity			
2.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade two.	3=Important content may have been lost.	There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood.
Reading Standards for Informational Text			
Key Ideas and details			
2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	0=There are no changes to the ELA10 standard.	
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	0=There are no changes to the ELA10 standard.	

2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure	
2.RI.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
2.RI.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.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas	
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
2.RI.8	Describe how reasons support specific points the author makes in a text.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic
Range of Reading and Level of Text Complexity	

2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	0=There are no changes to the ELA10 standard.	
Craft and Structure			
2.RI.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	0=There are no changes to the ELA10 standard.	
2.RI.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.	0=There are no changes to the ELA10 standard.	
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
2.RI.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	0=There are no changes to the ELA10 standard.	
2.RI.8	Describe how reasons support specific points the author makes in a text.	0=There are no changes to the ELA10 standard.	
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity			

Grade 2 Standards

2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
AZ.2.RI.10	a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards: Foundational Skills	
Phonics and Word Recognition	

2.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade two .	3=Important content may have been lost.	There should be some indication that grade 2 texts are at the low end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood.
AZ.2.RI.10	Remove all of 2.RI.10a (AZ.2.RI.10).		
Reading Standards: Foundational Skills			
Phonics and Word Recognition			

2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Identify and apply six syllable types to decode appropriate grade-level text.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	6=There is no match in ELA10.	The inclusion of the six syllable types is a good one.
Fluency		Fluency			
2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	0=There are no changes to the ELA10 standard.	

College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2.W.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.
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing	
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).

College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes			
2.W.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	0=There are no changes to the ELA10 standard.	
2.W.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.	0=There are no changes to the ELA10 standard.	
2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	0=There are no changes to the ELA10 standard.	
Production and Distribution of Writing			
2.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above).	0=There are no changes to the ELA10 standard.	

AZ.2.W.4	With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose.
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
2.W.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 and Present Knowledge	
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.
2.W.9	(Begins in grade 4)
Range of Writing	
2.W.10	(Begins in grade 3)

AZ.2.W.4	Remove all of 2.W.4a (AZ.2.W.4)		
2.W.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	0=There are no changes to the ELA10 standard.	
2.W.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge			
2.W.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)	0=There are no changes to the ELA10 standard.	
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	0=There are no changes to the ELA10 standard.	
2.W.9	(Begins in grade 4)	0=There are no changes to the ELA10 standard.	
Range of Writing			
2.W.10	(Begins in grade 3)		

Speaking and Listening Standards	
Comprehension and Collaboration	
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
2.SL.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.
Presentation of Knowledge and Ideas	
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Speaking and Listening Standards			
Comprehension and Collaboration			
2.SL.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	0=There are no changes to the ELA10 standard.	
2.SL.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	0=There are no changes to the ELA10 standard.	
2.SL.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas			
2.SL.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	0=There are no changes to the ELA10 standard.	

Grade 2 Standards

2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations.)
Language Standards	
Conventions of Standard English	

2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	0=There are no changes to the ELA10 standard.	
2.SL.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards			
Conventions of Standard English			

2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>
AZ.2.L.1	<p>Write multiple sentences in an order that supports a main idea or story.</p>

2.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., group).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>c. Use reflexive pronouns (e.g., myself, ourselves).</p> <p>d. Form and use the past, present, and future tenses of frequently occurring regular and irregular verbs (e.g. sat, hit, and told).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Use interjections, (e.g., Yes, that is mine!, Yes! That is mine.)</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the</p>	6=There is no match in ELA10.	Substandards F, H, and I are great additions for grade 2.
AZ.2.L.1			

2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
Knowledge of Language	
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>
Vocabulary Acquisition and Use	

2.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	0=There are no changes to the ELA10 standard.	
Knowledge of Language			
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	0=There are no changes to the ELA10 standard.	
Vocabulary Acquisition and Use			

<p>2.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the</p>	<p>2.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning</p>	<p>0=There are no changes to the ELA10 standard.</p>	
<p>2.L.5</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and</p>	<p>2.L.5</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl)</p>	<p>0=There are no changes to the ELA10 standard.</p>	

2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).
Writing Standards: Foundational Skills (Not included in 2010 standards)	

2.L.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	0=There are no changes to the ELA10 standard.	
Writing Standards: Foundational Skills			
Sound-Letter Basics and Handwriting			
2.WF.1	Write legibly in manuscript	6=There is no match in ELA10.	This is a good addition.
2.WF.2	Write with sufficient fluency to support composition	7=Achieve cautions against this addition.	As written, it is unclear exactly what this means. Does it mean that a student's composition is not hindered by the formation of letters, the actual physical practice of writing, or does it mean something else?
2.WF.3	Write the most common graphemes (letters or letter groups) for each phoneme, for example: a. Consonants: /s/= s, ss, ce, ci, cy /f/= f, ff, ph /k/= c, k, ck b. Vowels: /o/= o, o_e, oa, ow (long o) /a/=a, a_e, ia, ay, eigh (long a)	6=There is no match in ELA10.	This is a good addition.
Spelling			

2.WF.4	<p>Spell regular, single-syllable words that include:</p> <ul style="list-style-type: none"> a. Position-based patterns (e.g., ch, -tch; k, -ck; -ge, -dge) b. Complex consonants blends (e.g., scr, str, squ) c. Less common vowel teams for long vowels (e.g., ow, oo, au, ou, ue) d. Vowel r combinations (e.g., turn, star, third, four, for) e. Contractions (e.g., we'll; I'm; they've; don't) f. Homophones (e.g., bear, bare; past, passed) g. Plurals and possessives (e.g.; its, it's) 	6=There is no match in ELA10.	
2.WF.5	<p>Spell two- and three-syllable words that:</p> <ul style="list-style-type: none"> a. Combine closed, open, vowel teams, vowel-r, and Cve syllables (e.g., compete; robot; violet; understand) b. Compounds comprising familiar parts (e.g., houseboat; yellowtail) c. Include the most common prefixes and derivational suffixes (e.g., un, re, en; ful, -ment, -less) 	6=There is no match in ELA10.	
2.WF.6	<p>Spell words with suffixes that require:</p> <ul style="list-style-type: none"> a. Consonant doubling (e.g., running, slipped) b. Dropping silent -e (e.g., smiled, paving) c. Changing y to I (e.g., cried) 	6=There is no match in ELA10.	

Grade 2 Standards

2.WF.7	Spell the 200 most often used words in English a. Irregular words (e.g., against, many, enough, does) b. Pattern-based words (e.g., which, kind, have)	6=There is no match in ELA10.	Will AZ provide a list of the 200 most often used words in English?
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2010 ELA Standards	
Code	Standard
Reading Standards for Literature	
Key Ideas and details	
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	

2016 ELA Draft Standards (Changes Reflect)		Achieve Match	Comments
Code	Standard		
Reading Standards for Literature			
Key Ideas and details			
3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0=There are no changes to the ELA10 standard.	
3.RL.2	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in text.	1=This strengthens the standard.	The addition of "paraphrase" is an interesting one, as it will require students to focus on the central message instead of just recounting details. What would be the expectations for paraphrasing in grade 3? Some professional development for teachers may be helpful here, as well as clear expectations for assessment developers.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	0=There are no changes to the ELA10 standard.	
Craft and Structure			

3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.
Integration of Knowledge and Ideas	
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.8	(Not applicable to

3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	0=There are no changes to the ELA10 standard.	
3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	0=There are no changes to the ELA10 standard.	
3.RL.6	Distinguish one's own point of view from that of the narrator or those of the characters.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
3.RL.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	0=There are no changes to the ELA10 standard.	
3.RL.8	(Not applicable to literature)	0=There are no	

3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
3.RL.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.
Reading Standards for Informational Text	
Key Ideas and details	
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity			
3.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.	3=Important content may have been lost.	There should be some indication that grade 3 texts are at the high end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood.
Reading Standards for Informational Text			
Key Ideas and details			
3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0=There are no changes to the ELA10 standard.	

3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea	1=This strengthens	The addition of paraphrase is a positive one. Consider adding the definition to the glossary so it is not confused with summarize.
3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	0=There are no changes to the ELA10 standard.	
3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	0=There are no changes to the ELA10 standard.	

3.RI.6	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

3.RI.6	Distinguish one's own point of view from that of the author of a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	0=There are no changes to the ELA10 standard.	
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	0=There are no changes to the ELA10 standard.	
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	0=There are no changes to the ELA10 standard.	

3.RI.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.	3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade three.	3=Important content may have been lost.	There should be some indication that grade 3 texts are at the high end of the text complexity band for grades 2-3. Without clear guidance on text complexity, this may be widely misunderstood.
AZ.3.RI.10	a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	AZ.3.RI.10	Eliminate AZ.3.RI.10		
Reading Standards: Foundational Skills		Reading Standards: Foundational Skills			
Phonics and Word Recognition		Phonics and Word Recognition			

3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Apply knowledge of the six syllable types to read grade level words accurately. d. Read grade-level appropriate irregularly spelled words.	1=This is a very close match.	
Fluency		Fluency			

3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	

3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	0=There are no changes to the ELA10 standard.	
College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes			

3.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	3.W.1	<p>Write opinion pieces on topics or texts, using reasons to support one's point of view.</p> <p>a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	1=This is a very d	<p>The standard is essentially the same, and the revision retains the intent and rigor.</p>
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3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	3.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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3.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	3.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
Production and Distribution of Writing		Production and Distribution of Writing			

3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	0=There are no changes to the ELA10 standard.	
AZ.3.W.4	a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.	AZ.3.W.4	Eliminate AZ.3.W.4		

3.W.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.)	3.W.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.)	0=There are no changes to the ELA10 standard.	
3.W.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.	3.W.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.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge			

3.W.7	Conduct short research projects that build knowledge about a topic.
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
3.W.9	(Begins in grade 4)
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	

3.W.7	Conduct short research projects that build knowledge about a topic.	0=There are no changes to the ELA10 standard.	
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	0=There are no changes to the ELA10 standard.	
3.W.9	(Begins in grade 4)		
3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards			
Comprehension and Collaboration			

3.SL.1	<p>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.</p> <p>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.</p> <p>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</p>	3.SL.1	<p>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.</p> <p>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.</p> <p>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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	0=There are no changes to the ELA10 standard.	
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3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	0=There are no changes to the ELA10 standard.	
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	6=There is no match in ELA10.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			
3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	0=There are no changes to the ELA10 standard.	

3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)
Language Standards	
Conventions of Standard English	

3.SL.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	0=There are no changes to the ELA10 standard.	
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards			
Conventions of Standard English			

3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use	3.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement within a sentence or paragraph. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions.	1=This is a very close match.	Including J may disrupt the progression for grades 4 and 5. A suggestion is to look at vertical alignment with those grades.
AZ.3.L.1	j. Write multiple sentences in an order that supports a main idea or story	AZ.3.L.1	Eliminate AZ.3.L.1 (Moved to 3.L.1.j)		

3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending	3.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	1=This is a very close match.	
Knowledge of Language		Knowledge of Language			

3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	0=There are no changes to the ELA10 standard.	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

3.L.4	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. 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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	3.L.4	<p>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.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. 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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	3=This revision v	The omission of part D weakens the standard. Students are learning precision of language with the phrase "to determine or clarify the precise meaning of key words and phrases." This revision completely loses that element.
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3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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3.L.6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	3.L.6	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	0=There are no changes to the ELA10 standard.	
Writing Standards: Foundational Skills (Not included in the 2010 standards)		Writing Standards: Foundational Skills			Overall, the addition of Foundational Writing standards is positive and strengthens Arizona's standards.
		Sound-Letter Basics and Handwriting			
3.WF.1	Read and write cursive letters, upper and lower case.	3.WF.1	Read and write cursive letters, upper and lower case.	6=This is a good addition.	
3.WF.2	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	3.WF.2	Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.	6=This is a good addition.	
Spelling		Spelling			

3.WF.3	Spell single syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families)	0=There are no changes to the ELA10 standard.	Should the student action be "Spell" or "Write?" How is this (as written) not already included in RF.3?
3.WF.4	Use a dictionary or thesaurus to check spellings of unknown words	0=There are no changes to the ELA10 standard.	
3.WF.5	Identify language of origin for words, as noted in dictionaries.	8-This revision is neither a strength nor a weakness.	
3.WF.6	Spell singular and plural possessives (e.g., teacher's; teachers')	7=This is unnece	This is a nice addition! But how is this standard different from 3.L.2d? The only way a student could execute 3.L.2d is by writing.
3.WF.7	Spell regular two-and three-syllable words that: a. Combine all basic syllables types: closed, Vce, open, vowel team, vowel-r, and consonant le. b. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis,; -able, -ness, -ful, and-tion).	7=This is unnece	Should "Spell" be "Write?" How is this different from 3.L.2f?

3.WF.8	Spell the 500 most common words in English, including regular and irregular forms.	8=This revision is neither a strength nor a weakness.	This standard may be impossible to assess. Providing a list of words may result in poor instructional practices in which teachers focus on the list at the expense of other vocabulary and word skills.
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2010 ELA Standards	
Code	Standard
Reading Standards for Literature	
Key Ideas and details	
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Craft and Structure	

2016 DRAFT ELA Standards (Changes reflected in red)		Achieve Match Rating	Comments
Code	Standard		
Reading Standards for Literature			
Key Ideas and details			
4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	0=There are no changes to the ELA10 standard.	
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	0=There are no changes to the ELA10 standard.	
4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	0=There are no changes to the ELA10 standard.	
Craft and Structure			

4.RL.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4.RL.4	Determine the meaning of words, phrases, and figurative language found in stories, myths, and traditional literature from different cultures including those that allude to significant characters.	1=This is a close match.	Strengths with this standard include: the focus on determining the meaning of words and phrases; the addition of figurative language; and the addition of literature from different cultures. However, possible areas of concern include: the omission of poetry in the definition of text, which is where A of figurative language happens; the lack of clarity in how "stories" is different from traditional literature in different cultures (i.e., traditional literature from different cultures may still be a story), an example may be useful here; the placement of a modifier--are students
4.RL.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4.RL.5	Explain the overall structure and major differences between poems, drama, and prose.	3=This is a partial match.	The omission of "when writing or speaking about a text" is important, as it focuses teachers attention on how students should respond. This revision reduces the standard to explaining how poems, drama, and prose are different. A critical aspect of the standard (referring to the structural elements) has been lost. As written, the standard could be addressed with the question "How is a poem different from a play?" In the ELA10, students would have been expected to return back to the specific elements in poems, dramas, and prose when discussing the meaning of text.

4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Integration of Knowledge and Ideas	
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
4.RL.8	(Not applicable to literature)
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Range of Reading and Level of Text	

4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
4.RL.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	0=There are no changes to the ELA10 standard.	
4.RL.8	(Not applicable to literature)		
4.RL.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text			

4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Standards for Informational Text	
Key Ideas and details	
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	3=Important content may have been lost	There should be some indication that grade 4 texts are at the low end of the text complexity band for grades 4-5. Without clear guidance on text complexity, this may be widely misunderstood.
Reading Standards for Informational Text			
Key Ideas and details			
4.RI.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	0=There are no changes to the ELA10 standard.	
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	0=There are no changes to the ELA10 standard.	

4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
Craft and Structure	
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	0=There are no changes to the ELA10 standard.	
Craft and Structure			
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	0=There are no changes to the ELA10 standard.	
4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	0=There are no changes to the ELA10 standard.	

4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Integration of Knowledge and Ideas	
4.RI.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.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.RI.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
4.RI.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.	0=There are no changes to the ELA10 standard.	
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	0=There are no changes to the ELA10 standard.	
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	0=There are no changes to the ELA10 standard.	

4.RI.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.
AZ.4.RI.10	a. By the end of year, read and comprehend functional 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.
Reading Standards: Foundational Skills 3-5	
Phonics and Word Recognition	

4.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.	3=Important content may have been lost.	There should be some indication that grade 4 texts are at the low end of the text complexity band for grades 4-5. Without clear guidance on text complexity, this may be widely misunderstood.
AZ.4.RI.10	Remove RI.10a.		
Reading Standards: Foundational Skills 3-5			
Phonics and Word Recognition			

4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately.	3=This is a partial match.	What is meant by "combined knowledge of morphology?" What is being combined? That wording needs some clarity. What is a "grade level word," or who determines it? This might put pressure on the state department of education to produce a list, which may result in some negative externalities, including those specific words being taught at the expense of others in order to game an assessment system.
Fluency		Fluency			

4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	

4.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1=This is a close match.	The change from on-level to grade-level is fine, provided there are definitions for grade-level.
College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes			

4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	4.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language</p>	4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>0=There are no changes to the ELA10 standard.</p>
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4.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	4.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated</p>	<p>0=There are no changes to the ELA10 standard.</p>	
Production and Distribution of Writing		Production and Distribution of Writing			

4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	0=There are no changes to the ELA10 standard.	
AZ.4.W.4	a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.	AZ.4.W.4	Eliminate AZ.4.W.4		

4.W.5	<p>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 4.)</p>	4.W.5	<p>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 4.)</p>	<p>0=There are no changes to the ELA10 standard.</p>	
4.W.6	<p>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.</p>	4.W.6	<p>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 complete a writing task.</p>	<p>2=This is partial match.</p>	<p>Without a minimum length expectation, this revision could also pose an equity issue.</p>
Research to Build and Present Knowledge		Research to Build and Present Knowledge			

4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.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.

4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	0=There are no changes to the ELA10 standard.	
4.W.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.	0=There are no changes to the ELA10 standard.	

4.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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].").</p> <p>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").</p>	4.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature.</p> <p>b. Apply grade 4 Reading standards to informational texts.</p>	<p>1=This revision makes the standard clearer.</p>	<p>The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing.</p>
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4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	

4.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards			
Comprehension and Collaboration			

4.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the</p>	4.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
Presentation of Knowledge and Ideas	
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

4.SL.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	0=There are no changes to the ELA10 standard.	
4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas			
4.SL.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	0=There are no changes to the ELA10 standard.	

4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)
Language Standards	
Integration of Knowledge and Ideas	

4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	0=There are no changes to the ELA10 standard.	
4.SL.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards			
Integration of Knowledge and Ideas			

4.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use the prepositional phrases.</p> <p>f. Produce complete</p>	4.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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AZ.4.L.1	h. Write and organize one or more paragraphs about a topic.	AZ.4.L.1	Write and organize one or more paragraphs that contain: an introduction of the topic, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing Standards 1-3.)	6=There is no match in ELA10.	Nice addition! It is unclear how "introduction of the topic" is different from "topic sentence" in grade 5, an example would be helpful here in distinguishing the two. This standard seems a lot more appropriately placed for grade 4 students. If AZ retained some version of the Progressive Skills Chart, perhaps this should be included? It is a skill that is introduced in grade 4, but refined in the upper elementary grades.
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4.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	4.L.2	<p>Demonstrate command of the conventions of Standard English: capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
Knowledge of Language		Knowledge of Language			

4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	0=There are no changes to the ELA10 standard.	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	0=There are no changes to the ELA10 standard.	
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4.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	4.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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4.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	4.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	1=This is a very close match.	
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2010 ELA Standards	
Code	Standard
Reading Standards for Literature	
Key Ideas and details	
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
5.RL.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).
Craft and Structure	

2016 DRAFT ELA Standards (Changes reflected in red)		Achieve Match Rating	Comments
Code	Standard		
Reading Standards for Literature			
Key Ideas and details			
5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	0=There are no changes to the ELA10 standard.	
5.RL.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	0=There are no changes to the ELA10 standard.	
5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	0=There are no changes to the ELA10 standard.	
Craft and Structure			

5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5.RL.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas	

5.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	0=There are no changes to the ELA10 standard.	
5.RL.5	Explain the overall structure of a text: how a series of chapters, scenes, or stanzas fits into the overall work.	3=This is a partial match.	This has an issue of clarity. The structure of the revised standard is a bit hard to follow, the colon throws the reader off, perhaps because this is the only standard structured in such a way. Story, drama, and poem are missing from the expectation, meaning that it is quite possible that some students will move throughout grade 5 without reading any dramas or poems, creating an equity issue.
5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			

5.RL.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
5.RL.8	(Not applicable to literature)
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	

5.RL.7	Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	2=This is partial match.	How would purpose be determined separately from how it affects meaning? This revision has a clarity issue.
5.RL.8	(Not applicable to literature)		
5.RL.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity			

5.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Standards for Informational Text	
Key Ideas and details	
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RL.10	<i>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade 5.</i>	3=Important content may have been lost.	There should be some indication that grade 5 texts are at the high end of the text complexity band. Without strong guidance on text complexity, this may be widely misunderstood.
Reading Standards for Informational Text			
Key Ideas and details			
5.RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	0=There are no changes to the ELA10 standard.	
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	0=There are no changes to the ELA10 standard.	

5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	0=There are no changes to the ELA10 standard.	
Craft and Structure			
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	0=There are no changes to the ELA10 standard.	
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	0=There are no changes to the ELA10 standard.	

5.RI.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 and Ideas	
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	

5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			
5.RI.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	0=There are no changes to the ELA10 standard.	
5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	0=There are no changes to the ELA10 standard.	
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity			

5.RI.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 4–5 text complexity band independently and proficiently.
AZ.5.RI.10	a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Standards: Foundational Skills	
Phonics and Word Recognition	

5.RI.10	<i>By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</i>	3=Important content may have been lost.	There should be some indication that grade 5 texts are at the high end of the text complexity band. Without clear guidance on text complexity, this may be widely misunderstood.
AZ.5.RI.10	<i>Delete AZ.5.RI.10</i>		
Reading Standards: Foundational Skills			
Phonics and Word Recognition			

5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding multisyllabic words in context and out of context. a. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words. b. Apply knowledge of the six syllable patterns to read grade level words accurately. c. Use combined knowledge of morphology to read grade level words accurately. d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	3=This is a partial match.	The wording is confusing in places. The ELA10 standard includes in context and out of context, this is about decoding, not the meaning of words, so it is important students can decode out of context. Knowing Greek and Latin roots and affixes is an important skill and really helps students who tune into them. They use the word "common" which helps to narrow, but it could be helpful to include a list, ELA10 includes this requirement in the language standards.
Fluency		Fluency			

5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.RF.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1=This is a close match.	It is not clear why the standard distinguishes between "grade level" and "on level" for A and B. A, purpose and understanding, speaks to comprehension, so it is unclear how is it different from RL/RI standard 10? The standard was intended here for students to have practice with reading on their reading level because the purpose of the RF standards is different from the RI/RL standards. The inclusion of grade level detracts from the intent in a meaningful way. Having both grade level and on level under the same standard may create confusion for educators.
College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			

<p>5.W.1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>5.W.1</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific</p>	5.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast,</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	5.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	0=There are no changes to the ELA10 standard.	
Production and Distribution of Writing		Production and Distribution of Writing			

5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	0=There are no changes to the ELA10 standard.	
AZ.5.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.	AZ.5.W.4	Eliminate AZ.5.W.4		

5.W.5	With guidance and support from peers and adults, 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.)	5.W.5	With guidance and support from peers and adults, 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.)	0=There are no changes to the ELA10 standard.	
5.W.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.	5.W.6	<i>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 in order to complete a writing task.</i>	1=This is a close match.	An undefined length expectation could lead to equity issues.

Research to Build and Present Knowledge	
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Research to Build and Present Knowledge			
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	2=This is a partial match.	The addition of "to answer a specific question" brings focus to writing, and highlights that research answers questions. However, the wording "a specific question" may be unintentionally narrowing, especially if a student is conducting research and has more than one question to address.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	0=There are no changes to the ELA10 standard.	

5.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]").</p> <p>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]").</p>	5.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature.</p> <p>b. Apply grade 5 Reading standards to informational texts.</p>	<p>1=This revision strengthens the standard.</p>	<p>The revision is a lot cleaner and easier to digest. This also focuses the standard on the importance of reading in support of writing.</p>
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5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	

5.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards			
Comprehension and Collaboration			

5.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas</p>	5.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas	
5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	0=There are no changes to the ELA10 standard.	
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas			
5.SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	0=There are no changes to the ELA10 standard.	

5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
5.SL.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 for specific expectations.)
Language Standards	
Conventions of Standard English	

5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	0=There are no changes to the ELA10 standard.	
5.SL.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 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards			
Conventions of Standard English			

<p>5.L.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>5.L.1</p>	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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AZ.5.L.1	Construct one or more paragraphs that contain: <ul style="list-style-type: none"> • a topic sentence, • supporting details, • relevant information, and • concluding sentences. 	AZ.5.L.1	Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Reference Writing Standards 1,2,3)	6=There is no match in ELA10.	
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5.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>
Knowledge of Language	

5.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-</p>	<p>0=There are no changes to the ELA10 standard.</p>	
Knowledge of Language			

5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
Vocabulary Acquisition and Use	

5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	0=There are no changes to the ELA10 standard.	
Vocabulary Acquisition and Use			

5.L.4	<p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	5.L.4	<p>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.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>5.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>5.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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5.L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	0=There are no changes to the ELA10 standard.	
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2010 ELA Standards		2016 DRAFT ELA Standards (Changes reflected in red)	Achieve Match Rating	Comments
Code	Standard	Code	Standard	
Reading Standards for Literature		Reading Standards for Literature		
Key Ideas and details		Key Ideas and details		
6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RL.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	0=There are no changes to the ELA10 standard.
6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.RL.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	0=There are no changes to the ELA10 standard.

Craft and Structure	
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.
Integration of Knowledge and	

Craft and Structure			
6.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	0=There are no changes to the ELA10 standard.	
6.RL.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	0=There are no changes to the ELA10 standard.	
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas			

6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
6.RL.8	(Not applicable to literature)
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity	

6.RL.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	0=There are no changes to the ELA10 standard.	
6.RL.8	(Not applicable to literature)		
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity			

6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures and appropriate to grade 6.	3=Important content may have been lost.	There should be some indication that grade 6 texts are at the low end of the text complexity band. Without strong guidance on text complexity, this may be wildly misunderstood. What happens with assessment developers? They will have their own definition. Does AZ have quantitative measures defined for each grade or grade band? The other issue is that each grade band has defined this differently which creates even more confusion.
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	6.RI.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.	0=There are no changes to the ELA10 standard.	

6.RI.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.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).	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	6.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	0=There are no changes to the ELA10 standard.	
6.RI.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6.RI.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.	0=There are no changes to the ELA10 standard.	

6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6.RI.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
6.RI.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.	6.RI.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	0=There are no changes to the ELA10 standard.	
6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	0=There are no changes to the ELA10 standard.	

6.RI.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	6.RI.9	Compare and contrast one author's presentation of events with that of another author.	2=An important example has been cut.	The elimination of the example may cause some confusion in the field. Consider adding another example appropriate to grade 6 if the original one felt too narrow.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.	3=Important content may have been lost.	There should be some indication that grade 6 texts are at the low end of the text complexity band. Without strong guidance on text complexity, this may be wildly misunderstood. What happens with assessment developers? They will have their own definition. Does AZ have quantitative measures defined for each grade or grade band? The other issue is that each grade band has defined this differently which creates even more confusion.

AZ.6.RI.10	By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
College and Career Readiness Anchor Standards for Writing	
Text Types and Purposes	

AZ.6.RI.10	Eliminate AZ.6.RI.10		
College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes			

<p>6.W.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>6.W.1</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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6.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with</p>	<p>6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one</p>	6.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated</p>	0=There are no changes to the ELA10 standard.	
Production and Distribution of Writing		Production and Distribution of Writing			

6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	6.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	0=There are no changes to the ELA10 standard.	
AZ.6.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.6.W.4	Eliminate AZ.6.W.4		

6.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	6.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to, and including, grade 6.)	0=There are no changes to the ELA10 standard.	
6.W.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.	6.W.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.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge		

6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	0=There are no changes to the ELA10 standard.	
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	0=There are no changes to the ELA10 standard.	

6.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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</p>	6.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	0=There are no changes to the ELA10 standard.	
Range of Writing		Range of Writing			

6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	

6.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards			
Comprehension and Collaboration			

6.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles</p>	<p>6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	0=There are no changes to the ELA10 standard.	
6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.SL.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			

6.SL.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	6.SL.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.	0=There are no changes to the ELA10 standard.	
6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	6.SL.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	0=There are no changes to the ELA10 standard.	
6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	6.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	

Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			
6.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use</p>	6.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	0=There are no changes to the ELA10 standard.	

6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	6.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Use correct spelling.	1=This strengthens the standard.	This is a good revision, the new wording makes the substandards parallel.
Knowledge of Language		Knowledge of Language			
6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.*	6.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistent style and tone.	1=This is a close match.	The change is the omission of the asterisk to indicate that the skill will need continuous attention as students move throughout the grades. Has this expectation been retained, through something like the Language Progressive Skills Chart, or has it been dropped? If it has been dropped, how are language expectations handled as students' writing becomes more complex?
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

6.L.4	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</p>	<p>6.L.4</p> <p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>6.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>6.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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6.L.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.	6.L.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.	0=There are no changes to the ELA10 standard.	
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2010 ELA Standards		2016 DRAFT ELA Standards (Changes reflected in red)		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards for Literature			
Key Ideas and details		Key Ideas and details			
7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RL.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	7.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	1=This is a close match.	The standard is broadened to include word choices on meaning and tone and to include rhymes and other repetitions of sound. This allows for greater flexibility for teachers and assessment designers.

7.RL.5	Analyze how a drama or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7.RL.5	Analyze the structure of a text, including how a drama or poem's form (e.g., soliloquy, sonnet) contributes to its meaning.	2=This is a partial match.	This revision expands beyond poetry and drama, to include poetry and drama. In RL, what other forms would call for the structure helping to create meaning?
7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
7.RL.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).	7.RL.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).	0=There are no changes to the ELA10 standard.	
7.RL.8	(Not applicable to literature)	7.RL.8	(Not applicable to literature)		
7.RL.9	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.RL.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.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			

7.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	7.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	3=Important content may have been lost	The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text. AZ should make sure to publish clear documentation as a part of the standards for the expectations of text complexity.
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	7.RI.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7.RI.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	
7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RI.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	0=There are no changes to the ELA10 standard.	

Craft and Structure		Craft and Structure			
7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	7.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone.	1=This strengthens the standard.	"Word choice" was expanded to "word choices" to hit the fact that within a text multiple words contribute to tone and meaning. This is a strong revision.
7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.RI.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	0=There are no changes to the ELA10 standard.	
7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7.RI.6	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7.RI.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	0=There are no changes to the ELA10 standard.	

7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.RI.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	0=There are no changes to the ELA10 standard.	
7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.RI.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
7.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range	7.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.	3=Important content may have been lost.	The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text.
AZ.7.RI.10	a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	AZ.7.RI.10	Eliminate due to redundancy		

College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			
7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	0=There are no changes to the ELA10 standard.	

7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to</p>	7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to</p>	<p>0=There are no changes to the ELA10 standard.</p>
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<p>7.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated</p>	<p>7.W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events</p>	<p>0=There are no changes to the ELA10 standard.</p>	
Production and Distribution of Writing		Production and Distribution of Writing		

7.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	0=There are no changes to the ELA10 standard.	
AZ.7.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.7.W.4 Eliminate AZ.7.W.4		

7.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	7.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	0=There are no changes to the ELA10 standard.	
7.W.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.	7.W.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.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge		
7.W.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7.W.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	0=There are no changes to the ELA10 standard.	

7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	0=There are no changes to the ELA10 standard.	
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7.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	7.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	<p>0=There are no changes to the ELA10 standard.</p>
Range of Writing		Range of Writing		

7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	

7.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards			
Comprehension and Collaboration			

7.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with</p>	7.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with</p>	<p>0=There are no changes to the ELA10 standard.</p>
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7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	7.SL.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	0=There are no changes to the ELA10 standard.	
7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.SL.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			
7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	7.SL.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	1=This strengthens the standard.	The addition of "appropriate vocabulary" strengthens the standard and provides a strong back up to RL/RI.4 and L.4. This revision is nicely done.
7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.SL.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	0=There are no changes to the ELA10 standard.	

7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	7.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards		Language Standards		
Conventions of Standard English		Conventions of Standard English		
7.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	7.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	0=There are no changes to the ELA10 standard.	

7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie. He wore an old, green shirt). b. Spell correctly.	7.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie. He wore an old, green shirt). b. Use correct spelling.	1=This strengthens the standard.	The new wording makes substandards parallel. This is a good revision.
Knowledge of Language		Knowledge of Language			
7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	0=There are no changes to the ELA10 standard.	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>7.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of</p>	<p>7.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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7.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	<p>7.L.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>	1=This is a close match.	Biblical allusions have been expanded to religious allusions. This may pose a problem in subsequent grades, where the bible and specific biblical stories are alluded to in other texts.
7.L.6	<p>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.</p>	<p>7.L.6</p> <p>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.</p>	0=There are no changes to the ELA10 standard.	

2010 ELA Standards		2016 DRAFT ELA Standards (Changes are reflected in red)		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards for Literature			
Key Ideas and details		Key Ideas and details			
8.RL.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.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.	0=There are no changes to the ELA10 standard.	
8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	
8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.RL.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	0=There are no changes to the ELA10 standard.	

8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	8.RL.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	0=There are no changes to the ELA10 standard.	
8.RL.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.	8.RL.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.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	8.RL.7	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.		
8.RL.8	(Not applicable to literature)	8.RL.8	(Not applicable to literature)	0=There are no changes to the ELA10 standard.	
8.RL.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.	8.RL.9	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.	2=This is a partial match.	The standard omits the Bible as an intended inclusion. While religious works are still included, knowledge of biblical allusions will allow students to comprehend more complex literature and most classic works in following grades.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			

8.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	8.RL.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.	3=Important content may have been lost.	The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text.
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RI.1	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	8.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	
8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8.RI.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			

8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	0=There are no changes to the ELA10 standard.	
8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.RI.5	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	0=There are no changes to the ELA10 standard.	
8.RI.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8.RI.6	Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	2=This is a partial match.	This has an issue with clarity. The inclusion of "and" will pose a problem for assessment developers. "And" implies that all three have to be included, which will make one long and cumbersome item. It is recommended to use "or" or "and/or" for flexibility.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	8.RI.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	0=There are no changes to the ELA10 standard.	

8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	8.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	0=There are no changes to the ELA10 standard.	
8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	8.RI.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	0=There are no changes to the ELA10 standard.	
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
8.RI.10	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently	8.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.	3=Important content may have been lost.	The measure for quantitative complexity overlaps in grades 6-8, and without clear guiding documents for determining text complexity, it will be difficult for teachers and assessment designers to select text.
AZ.8.RI.10	a. By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band independently and proficiently.	AZ.8.RI.10	Eliminate AZ.8.RI.10		

College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			
8.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the</p>	8.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the</p>	0=There are no changes to the ELA10 standard.	

8.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with well-chosen, relevant, facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	1=This strengthens the standard.	<p>Switching the order of "well-chosen" and "relevant" organizes the standard in a much cleaner way. This revision speaks to the process of selecting details--essentially, the revision requires that the details, quotations or other examples have to be well-chosen before then can be deemed to be relevant. If this is the intent, teachers may need professional development on the emphasis of the new order.</p>
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8.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows</p>	8.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows</p>	<p>0=There are no changes to the ELA10 standard.</p>
Production and Distribution of Writing		Production and Distribution of Writing		

8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	8.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	0=There are no changes to the ELA10 standard.	
AZ.8.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.8.W.4	Eliminate AZ.8.W.4		

8.W.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)	0=There are no changes to the ELA10 standard.	
8.W.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.	8.W.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.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge		
8.W.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.	8.W.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.	0=There are no changes to the ELA10 standard.	

8.W.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	0=There are no changes to the ELA10 standard.	
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8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	8.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature. b. Apply grade 8 Reading standards to literary nonfiction.	1=This revision strengthens the standard.	This has strong clarity. This focuses the student to return to the reading standards in support of his/her writing without the language being overly burdensome for teachers. Essentially, students are executing the same process, but the wording here is much cleaner.
Range of Writing		Range of Writing			

8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	8.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

8.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several</p>	8.SL.1	<p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several</p>	<p>0=There are no changes to the ELA10 standard.</p>
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8.SL.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.	8.SL.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.	0=There are no changes to the ELA10 standard.	
8.SL.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.	8.SL.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.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			
8.SL.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 pronunciation.	8.SL.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 pronunciation.	0=There are no changes to the ELA10 standard.	

8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8.SL.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	0=There are no changes to the ELA10 standard.	
8.SL.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 for specific expectations.)	8.SL.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 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

8.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	8.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb, voice, and mood.</p>	<p>3=This is a partial match.</p> <p>The comma between "verb" and "voice" creates some confusion here. Is the revision intended to mean shifts in verb tense? Shifts between active and passive voice? While verb voice (active and passive) and verb mood (indicative, imperative, subjunctive) are commonly understood terms, "verb" means as a stand alone entity in terms of shifts is not. This may create confusion instructionally--what are teachers expected to do--as well as in terms of assessment.</p>
8.L.2	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p>	8.L.2	<p>2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Use correct spelling.</p>	<p>1=This is a close match.</p>
Knowledge of Language		Knowledge of Language		

8.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	8.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>0=There are no changes to the ELA10 standard.</p>
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		

8.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of</p>	8.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of</p>	<p>0=There are no changes to the ELA10 standard.</p>
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8.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	8.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p>	0=There are no changes to the ELA10 standard.
8.L.6	<p>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.</p>	8.L.6	<p>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.</p>	0=There are no changes to the ELA10 standard.

2010 ELA Standards		2016 DRAFT ELA Standards (Changes reflected in red)		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards for Literature			
Key Ideas and details		Key Ideas and details			
9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	
9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			

9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	9-10.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	0=There are no changes to the ELA10 standard.	
9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	9-10.RL.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	0=There are no changes to the ELA10 standard.	
9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	9-10.RL.6	Analyze points of view or cultural experiences reflected in works of literature, drawing from a variety of literary texts.	3=This revision may weaken the standard.	The standard has been broadened to literary texts, presumably those both inside and outside the U.S.; "point of view" has been expanded to "points of view." As written, the standard could mean that students don't read texts outside the US, which changes the intent drastically, and may limit exposure of world literature for some students.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			

9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	9-10.RL.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	2=Important examples have been cut.	The omission of the examples reduces clarity and does not provide any tangible expectations for an abstract concept to educators.
9-10.RL.8	(Not applicable to literature)	9-10.RL.8	(Not applicable to literature)		
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work.	2=Important examples have been cut.	The examples have been omitted; as a result, the expectations for the standard are not as clear.
Range of		Range of			

9-10.RL.10	<p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. (9.RL.10)</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. (10.RL.10)</p>	9-10.RL.10	<p>By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9-10.</p>	3=Important content may have been cut.	<p>Without distinguishing an increase in complexity between grades 9 and 10, it is possible that students do not move to increasingly complex text by the end of 10th grade. Additionally, the new wording may make text selection difficult for test developers in both grades.</p>
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	0=There are no changes to the ELA10 standard.	
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	

9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	9-10.RI.3	Analyze how the author organizes an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	2=The revision may make the interpretation more difficult for the user.	"Organizes" speaks more to text structure, aligning better with standard 5. The rewording may result in teachers and assessment designers interpreting text structure instead of focusing more on how elements in a text interact, which is the intent of the anchor standard.
Craft and Structure		Craft and Structure			
9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	9-10.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	2=Important examples have been cut.	The omission of the parenthetical examples weakens the standard, as the expectations for analyzing tone in grades 9-10 are not clear.
9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	9-10.RI.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	0=There are no changes to the ELA10 standard.	

9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	9-10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	0=There are no changes to the ELA10 standard.	
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
9-10.RI.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.	9-10.RI.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.	0=There are no changes to the ELA10 standard.	
9-10.RI.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.	9-10.RI.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.	0=There are no changes to the ELA10 standard.	
9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	9-10.RI.9	Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	2=Important examples have been cut.	The omission of parenthetical examples for specific relevant works (e.g., Washington's Farewell Address) and the inclusion of both seminal/primary documents may pose a vertical alignment problem for grades 11-12, which separate seminal and primary across standards 8 and 9.
Range of Reading and Level of Text		Range of Reading and Level of Text			

<p>9-10.RI.10</p>	<p>By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>a. By the end of grade 9, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>9-10.RI.10</p>	<p>By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9-10.</p>	<p>3=Important content may have been lost.</p>	<p>Without distinguishing an increase in complexity between grades 9-10, it is possible that students do not move to increasingly complex text by the end of 10th grade. Additionally, the new wording may make text selection difficult for test developers in both grades.</p>
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AZ.9-10.RI.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. (9-10.RI.10.) a. By the end of grade 10, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 9–10 text complexity band independently and proficiently.	AZ.9-10.RI.10	Eliminate AZ.9-10.RI.10		
College and Career Readiness Anchor		College and Career Readiness Anchor			
Text Types and Purposes		Text Types and Purposes			

<p>9-10.W.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>9-10.W.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>9-10.W.2</p>	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the</p>	<p>9-10.W.2</p>	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the</p>	<p>1=This strengthens the standard.</p>	<p>"Objective" was changed to "appropriate" in section E. The change is much more precise and will aid teachers in instruction.</p>
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<p>9-10.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a</p>	<p>9-10.W.3</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. 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.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>1=This strengthens the standard.</p>	<p>The revision changes the wording from "telling details" to "descriptive details," and is an improvement on the standard. "Descriptive" is more precise than "telling," and raises the expectations for students appropriately.</p>
Production and Distribution of Writing		Production and Distribution of Writing			

9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	0=There are no changes to the ELA10 standard.	There do not appear to be any changes .
AZ.9-10.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.9-10.W.4	Eliminate AZ.9-10.W.4a		

9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	0=There are no changes to the ELA10 standard.	
9-10.W.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.	9-10.W.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.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge			

9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	0=There are no changes to the ELA10 standard.	
9-10.W.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.	9-10.W.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.	0=There are no changes to the ELA10 standard.	

<p>9-10.W.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>		<p>9-10.W.9</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9-10 Reading standards to literature.</p> <p>b. Apply grades 9-10 Reading standards to informational and nonfiction text.</p>	<p>1=This is a very close match.</p>	<p>The omission of the examples neither strengthens nor weakens the standard.</p>
<p>Range of Writing</p>		<p>Range of Writing</p>			

9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

<p>9-10.SL.1</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>9-10.SL.1</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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9-10.SL.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.	9-10.SL.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.	0=There are no changes to the ELA10 standard.	
9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	9-10.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas			
9-10.SL.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.	9-10.SL.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.	0=There are no changes to the ELA10 standard.	

9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	9-10.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	0=There are no changes to the ELA10 standard.	There do not appear to be any changes.
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

9-10.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	9-10.L.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	0=There are no changes to the ELA10 standard.
9-10.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	9-10.L.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Use correct spelling.</p>	1=This is a close match.
Knowledge of Language		Knowledge of Language		

9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	9-10.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual.	1=This is a close match.	The omission of "appropriate for the discipline and writing type" does not make it clear that different types of disciplines require different types of citations, but this does not weaken the standard.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>9-10.L.4</p>	<p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>9-10.L.4</p> <p>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.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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<p>9-10.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>9-10.L.5</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>0=There are no changes to the ELA10 standard.</p>	
<p>9-10.L.6</p>	<p>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.</p>	<p>9-10.L.6</p>	<p>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.</p>	<p>0=There are no changes to the ELA10 standard.</p>	

2010 ELA Standards		2010 DRAFT ELA Standards (Changes reflected in red)		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards for Literature			
Key Ideas and details		Key Ideas and details			
11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	0=There are no changes to the ELA10 standard.	
11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	11-12.RL.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	0=There are no changes to the ELA10 standard.	

11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	11-12.RL.3	Analyze the impact of the author's choices regarding how to develop and connect elements of a story or drama.	3=There is a partial match.	The change from "relate" to "connect" changes the intent slightly. Whereas "relate" indicates there may be a relationship between elements in a text, "connect" indicates that the relationship may be linked together, and they may not be? The omission of examples to explain how "connect" differs from "relate" does not provide additional clarification for teachers or assessment designers, and some confusion may result.
Craft and Structure		Craft and Structure			

11-12.RL.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	11-12.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, while analyzing the impact of specific choices on meaning and tone.	3=There is a partial match.	The change in wording means that every time students determine the meaning of words and phrases in a text they are analyzing the impact of specific choices on meaning and tone. The current standards treat these elements as disparate concepts, i.e., in some instances students may determine the meaning of words and phrases; in other instances they may analyze the impact of specific word choices on meaning and tone. The omission of the latter part of the standard "with multiple meanings" is a significant change. Students should continue to determine the textual definition of multiple meaning words through 12th grade.
11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	11-12.RL.5	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	2=Important examples have been cut.	The examples omitted served as the intended focus of the standard. The omission may create confusion for teachers and reduce expectations.

11-12.RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	11-12.RL.6	Analyze how understanding point of view requires distinguishing the explicit and implicit meanings in the text.	3=There is a partial match.	The standard is intended to push students to understand satire, sarcasm, irony, or understatement (critical for discerning meaning in text at this level). The omission of the examples reduces the standard to distinguishing implicit and explicit meanings in text, when the standard is intended to be much richer and focused.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	11-12.RL.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	2=Important examples have been cut.	The omission of Shakespeare and one play by an American dramatist will not meaningfully impact instruction or assessment; however, without clear expectations for text complexity, these omissions may reduce the expectations of rigor of text.
11-12.RL.8	(Not applicable to literature)	11-12.RL.8	(Not applicable to literature)		

11-12.RL.9	Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	11-12.RL.9	Analyze how two or more texts from the same period treat similar themes or topics.	3=This weakens the standard.	AZ omitted 18th-, 19th-, and early 20th-century foundational works of literature which are important for critical study and review. The danger of this omission is that teachers might only focus on works from the latter 20th century, missing opportunities for analysis and evaluation of the rich, complex language of previous time periods. Additionally, studying foundational works of literature positions students to learn the civic responsibilities of American citizens.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			

11-12.RL.10	<p>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11.RL.10)</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (12.RL.10)</p>	<p>11-12.RL.10</p> <p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p> <p>By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.</p>	3=Important content may have been lost.	Grades 11-12 are in the same text complexity band, meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantities line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers.	
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
11-12.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	0=There are no changes to the ELA10 standard.		

11-12.RI.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	11-12.RI.2 Determine and analyze the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	3=This revision weakens the standard.	This rewording changes meaning. The AZ expectation is for students to "determine and analyze the development and interaction" of two or more central ideas over the course of a text, not to determine and analyze two or more central ideas. The revision presupposes that students know the central idea(s), and move immediately into thinking about how those central ideas are developed and interacting. The original standard focuses on first determining the central idea then analyzing it. In the revision, after students have "determined and analyzed", they then are asked "to provide a complex analysis or objective summary," which is slightly confusing. Additionally, the wording makes it seem like students are only determining and analyzing in order to provide an analysis or summary, and that may be a limited expectation.
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11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	11-12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	0=There are no changes to the ELA10 standard.	
Craft and Structure		Craft and Structure			
11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	11-12.RI.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	1=This is a very close match.	The omission of the examples does not seriously impact the standard.
11-12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	11-12.RI.5	Analyze and evaluate the effectiveness of the author's choice of structural elements and text features.	3=This is a partial match.	It is unclear what "the author's choice of structural elements" is; this is different than the structure of the text. Text features also seems very limited to headings, subheadings, labels, captions, etc. and may not be a feature in literary nonfiction text. The revised standard also omits the language "clarity, convincing, and engaging," weakening the standard.

11-12.RI.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	11-12.RI.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	2=Interpretation may be more difficult.	ELA10 gets more specific about the meaning of “effectiveness” and goes beyond by including power, persuasiveness, or beauty of the text. This change may be difficult for educators to know how to focus instruction with this standard.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas			
11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	1=This is a close match.	

11-12.RI.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	11-12.RI.8	Delineate and evaluate the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	3=This revision weakens the standard.	While the addition of world texts is a positive one, the changes require students to focus on the rhetorical effectiveness instead of the reasoning of seminal texts. This change is significant, as it does not address whether or not the author makes a sound, reasoned argument, but if the author is effective in convincing the audience of his argument. Reasoning, application of constitutional principles, and the premises, purposes, and arguments in works of public advocacy are stripped, and those speak to understanding reasoning.
11-12.RI.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	11-12.RI.9	Analyze foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	2=This is a partial match.	This change makes the standard more general, and these specific foundational documents may not be covered. This marks a change from one of the expectations of the ELA10.

Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
11-12.RI.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (11-12.RI.10) a. By the end of grade 11, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. (AZ.11-12.RI.10)	11-12.RI.10	By the end of the year, proficiently and independently, read and comprehend informational text and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.	3=Important content has been lost.	Grades 11-12 are in the same TCB, (quantitatively), meaning that what primarily distinguishes appropriate text is the qualitative analysis. There is not a hard quantitative line between grades 11 and 12; rewording the standard to be near the high end of the band or near the middle of the band may be a bit clearer for teachers.

AZ.11-12.RI.10	<p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11-12.RI.10.)</p> <p>a. By the end of grade 12, read and comprehend informational and functional text, including history/social studies, science, and technical texts, at the high end of the grades 11–CCR text complexity band independently and proficiently. (AZ.11-12.RI.10)</p>	<p>AZ.11-12.RI.10</p> <p>Eliminate AZ.11-12.RI.10</p>	<p>4=This elimination is a weakness.</p>	<p>Are these standards retained in other subject areas?</p>
College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes		Text Types and Purposes		

<p>11-12.W.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p>11-12.W.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p>1=This strengthens the standard.</p>	<p>This is a good revision. Focusing on style and tone appropriate to the norms and conventions do not suppose that all arguments are formal in nature (while they can be), but does require that students have an understanding of their purpose and audience when composing an argument.</p>
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11-12.W.2	<p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p>11-12.W.2</p> <p>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.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; including formatting, graphics, and multimedia when useful for comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex</p>	<p>1=This revision strengthens the standard.</p>	<p>D strengthens the standard as the original elements are not typically found in informative/explanatory text. The revision allows for the previous techniques to be included, but also allows them not to be.</p>
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11-12.W.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory</p>	<p>11-12.W.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and particular tone and outcome.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	1=Close match; 2=Partial match	<p>Changes in C and D are good and will be clear to educators. Omitting the descriptors in B weakens the standard, as what makes this standard increasingly complex and challenging is a student's ability to use narrative techniques like dialogue, pacing, reflection (etc.) purposefully in their writing.</p>
Production and Distribution of Writing	Production and Distribution of Writing			

11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	11-12.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.	0=There are no changes to the ELA10 standard.	
AZ.11-12.W.4	a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.	AZ.11-12.W.4	Eliminate AZ.11-12.W.4		

11-12.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)	0=There are no changes to the ELA10 standard.	
11-12.W.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	0=There are no changes to the ELA10 standard.	
Research to Build and Present Knowledge		Research to Build and Present Knowledge		

11-12.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	0=There are no changes to the ELA10 standard.	
11-12.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	0=There are no changes to the ELA10 standard.	

11-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	11-12.W.9 Applying grade 11-12 reading standards, draw evidence from literary or informational texts to support analysis, reflection, and research.	1=This strengthens the standard.	The clarity has been strengthened here. This focuses the student to return to the reading standards in support of his/her writing without the language being overly burdensome for teachers. Essentially, students are executing the same process, but the wording here is much cleaner.
Range of Writing	Range of Writing			

11-12.W.1.0	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.	11-12.W.1.0 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.	0=There are no changes to the ELA10 standard.	
Speaking and Listening Standards		Speaking and Listening Standards		
Comprehension and Collaboration		Comprehension and Collaboration		

<p>11-12.SL.1</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas</p>	<p>11-12.SL.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. 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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas</p>	<p>0=There are no changes to the ELA10 standard.</p>	
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11-12.SL.2	Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	11-12.SL.2 Integrate multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.		2 The omission of examples is fine; the addition of "while" makes it seem like both parts of the standard are happening simultaneously and they may not be.
11-12.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	0=There are no changes to the ELA10 standard.	
Presentation of Knowledge and Ideas		Presentation of Knowledge and Ideas		

11-12.SL.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	11-12.SL.4	Present information, findings, and supporting evidence in an organized, developed style appropriate to purpose, audience, and task allowing listeners to follow the speaker's line of reasoning, message, and any alternative perspectives.	1=This clarifies the standard.	This adds clarity for teachers.
11-12.SL.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	11-12.SL.5	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence.	1=This is a close match.	
11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	11-12.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	0=There are no changes to the ELA10 standard.	
Language Standards		Language Standards			

Conventions of Standard English		Conventions of Standard English			
11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	11-12.L.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references as needed.	1=This is a close match.	
11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	11-12.L.2	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Use correct spelling.	1=This is a close match.	
Knowledge of Language		Knowledge of Language			

11-12.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	1=This is a close match.	
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		

11-12.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a</p>	<p>11-12.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <p>c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p>	1=This is a close match.	
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11-12.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	0=There are no changes to the ELA10 standard.	
11-12.L.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	0=There are no changes to the ELA10 standard.	