

## Standards Comparison Guide

### English Language Arts

#### Kindergarten

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| L.K.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. |

#### Grade 1

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| L.1.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking. |

#### Grade 2

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| L.2.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. |

### Grade 3

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| L.3.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. |

### Grade 4

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| W.4.6               | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | 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. |
| L.4.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.   |

## Grade 5

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| W.5.6               | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | 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. |
| L.5.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.   |

## Grade 6

| Standard Identifier | Original Standard   | Revised Standard   |
|---------------------|---|--|
| RL.6.2              | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.                      |
| RL.6.3              | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.  | Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.                  |
| W.6.6               | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | 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. |

| Standard Identifier | Original Standard   | Revised Standard  |
|---------------------|---|---|
| W.6.6               | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.       | 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.  |
| W.6.9a              | Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | Apply grade 6 Reading standards to literary texts (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”).       |
| W.6.9b              | Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).                  | Apply grade 6 Reading standards to literary nonfiction and/or informational texts (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”). |
| L.6.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  |

## Grade 7

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| RL.7.2              | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | 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 accurate summary of the text based upon this analysis. |

| Standard Identifier | Original Standard   | Revised Standard  |
|---------------------|---|---|
| RL.7.3              | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   | Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).  |
| RL.7.4              | Determine the meaning of words or 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. | Determine the meaning of words or phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice (e.g., alliteration) on meaning and tone.   |
| RI.7.2              | Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  | Determine a 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 accurate summary of the text based upon this analysis.                         |
| W.7.9a              | Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of 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”).                          | Apply grade 7 Reading standards to literary texts (e.g., “Compare and contrast a fictional portrayal of 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”).                |
| W.7.9b              | Apply grade 7 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.”)                                   | Apply grade 7 Reading standards to literary nonfiction and/or informational texts, (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.”) |
| L.7.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  |

## Grade 8

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| RL.8.2              | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.            | 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 accurate summary of the text based upon this analysis. |
| RL.8.3              | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.   | Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.  |
| RL.8.9              | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.  |
| RI.8.2              | Determine a central idea in 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.                                      | Determine a 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 accurate summary of the text based upon this analysis.          |
| RI.8.5              | Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  | Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  |
| L.8.1               | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.   |

## English I

| Standard Identifier | Original Standard  | Revised Standard  |
|---------------------|--|---|
| RL.9.2              | 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. | Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. |
| RI.9.2              | 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. | Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.                         |

## English II

| Standard Identifier | Original Standard  | Revised Standard  |
|---------------------|--|---|
| RL.10.2             | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Determine the theme(s) or central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. |
| RI.10.2             | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | Determine the central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.                         |

## English III

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| RL.11.2             | 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.  | Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.   |
| RL.11.3             | 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).  | Analyze the impact of the author’s choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| RI.11.2             | 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.   | Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.   |
| RI.11.9             | 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. | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address. |
| L.11.3a             | 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.  | Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text.   |

## English IV

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| RL.12.2             | 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.  | Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.   |
| RL.12.3             | 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).  | Analyze the impact of the author’s choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| RL.12.10            | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 11 CCR text complexity band independently and proficiently.   | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grade 12 CCR text complexity band independently and proficiently.   |
| RI.12.2             | 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.   | Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.   |
| RI.12.9             | 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. | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address. |

| Standard Identifier | Original Standard   | Revised Standard   |
|---------------------|---|--|
| RI.12.10            | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grade 11 CCR text complexity band independently and proficiently,                            | By the end of grade 12, read and comprehend literary nonfiction at the high end of the grade 12 CCR text complexity band independently and proficiently,   |
| L.12.3a             | 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. | Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose or meaning of the text. |

### Literacy in History/Social Studies (11<sup>th</sup>-12<sup>th</sup> Grades)

| Standard Identifier | Original Standard   | Revised Standard  |
|---------------------|---|---|
| RH.11-12.10         | By the end of grade 12, read and comprehend history/social studies texts in the grade 11 CCR text complexity band independently and proficiently. | By the end of grade 12, read and comprehend history/social studies texts in the grade 12 CCR text complexity band independently and proficiently. |

### Literacy in Science/Technical Subjects (11<sup>th</sup>-12<sup>th</sup> Grades)

| Standard Identifier | Original Standard  | Revised Standard   |
|---------------------|--|--|
| RST.11-12.10        | By the end of grade 12, read and comprehend science/technical texts in the grade 11 CCR text complexity band independently and proficiently. | By the end of grade 12, read and comprehend science/technical texts in the grade 12 CCR text complexity band independently and proficiently. |