

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, important content may have been lost, or expectations may have been lowered. 4= No match: CCSS has a standard, but NY has eliminated it, and the elimination of the standard is a weakness. 5=No match: NY eliminated a CCSS standard, but the elimination does not weaken the suite of standards. 6=No match: NY has added a standard that does not have a match in the CCSS and the addition is a positive (e.g., cursive writing, foundational writing). 7=No Match: NY has expectation, and Achieve cautions against it (because it is confusing, unnecessary, unmeasurable, or otherwise problematic). 8=No Match: NY has expectation which does not appear in CCSS; Achieve sees this as neither a strength nor a weakness.					
English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and Details		Key Ideas and Details			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section.
K.RL.1	With prompting and support, ask and answer questions about key details in a text.	K.R.1	Answer and ask questions about a text, with guidance and support as needed.	1	The revised standard is very similar.
K.RL.2	With prompting and support, retell familiar stories, including key details.	K.R.2	Retell familiar stories or share key details from an informational text, with guidance and support as needed.	1	The part relevant to literary text is very similar.

K.RL.3	With prompting and support, identify characters, settings, and major events in a story.	K.R.3	Identify characters, settings, major events in a story, or pieces of information in a text, with guidance and support as needed.	1	The part relevant to literary text is very similar.
Craft and Structure		Craft and Structure			
K.RL.4	Ask and answer questions about unknown words in a text.	K.R.4	Answer and ask questions about unknown words in a text, with guidance and support as needed.	1	The revised standard is very similar.
K.RL.5	Recognize common types of texts (e.g., storybooks, poems).	K.R.5	Recognize a variety of genres.	1	The revised standard is very similar.
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.R.6	Name the author and illustrator and define the role of each in presenting the ideas in the text, with guidance and support as needed.	1	The revised standard is very similar.
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., what moment in a story an illustration depicts).	K.R.7	Engage in a picture walk, with guidance and support as needed.	3	This seems more like an instructional strategy than a content or process standard. How would this standard be measured? Finally, shouldn't students have to pay attention to the relationship between the illustrations and what the text says?
K.RL.8	Not applicable to literature	K.R.8	Identify specific information to support points in a text, with guidance and support as needed.		It should be made clear that this standard only applies to informational text.

K.RL.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.R.9	Identify basic similarities in and differences between stories or texts, with guidance and support as needed. A. Make cultural connections to text and self, with guidance and support as needed.	7	The revised standard broadens the standard beyond adventures and experiences of characters in stories. In the revision, students are asked to make cultural connections between text and self, which may pose an equity issue.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
K.RL.10	Actively engage in group reading activities with purpose and understanding.	K.R.10	Text Complexity Standard recommended to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			

		K.R.11	Make connections between self, text, and the world around them (text, media, social interaction), with guidance and support as needed.	7	Making connections between self, text, and the world as an instructional standard creates an equity issue for students. Texts are very diverse, and there is no way to ensure that all students have the background to make the connections--in short, some students will be able to, and others will not. We read texts in order to learn something outside of ourselves. While making connections can be an instructional strategy that is used judiciously, it is cautioned against as a standard. Finally, this standard has measurability issues--how would NY gauge learning with this standard?
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		Key Ideas and details			
K.RI.1	With prompting and support, ask and answer questions about key details in a text.	K.R.1	Answer and ask questions about a text, with guidance and support as needed.	1	The revised standard is very similar.
K.RI.2	With prompting and support, identify the main topic and retell key details of a text.	K.R.2	Retell familiar stories or share key details from an informational text, with guidance and support as needed.	3	The revised standard omits identifying the main topic for informational text, which is an important skill.
K.RI.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.R.3	Identify characters, settings, major events in a story, or pieces of information in a text, with guidance and support as needed.	3	Students are only asked to identify pieces of information, not to describe the connection between two pieces of information in text.
Craft and Structure		Craft and Structure			

K.RI.4	With prompting and support, ask and answer questions about unknown words in a text.	K.R.4	Answer and ask questions about unknown words in a text, with guidance and support as needed.	1	The revised standard is very similar.
K.RI.5	Identify the front cover, back cover, and title page of a book.				The standard has been moved to RF.1.
		K.R.5	Recognize a variety of genres.	8	This is a new standard that has students become more attuned to text genres and is not as directly aligned to the anchor standard as the previous version. This may be a very high expectation (identifying a variety of genres) for K students. Some additional clarification on the expectation would be helpful.
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.R.6	Name the author and illustrator and define the role of each in presenting the ideas in the text, with guidance and support as needed.	1	The revised standard is very similar.
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.R.7	Engage in a picture walk, with guidance and support as needed.	3	This seems more like an instructional strategy than a content or process standard. How would this standard be measured? Finally, shouldn't students have to pay attention to the relationship between the illustrations and what the text says?
K.RI.8	With prompting and support, identify the reasons an author gives to support points in a text.	K.R.8	Identify specific information to support points in a text, with guidance and support as needed.	1	The revised standard is very similar.

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.R.9	Identify basic similarities in and differences between stories or texts, with guidance and support as needed.		3 The revised standard does not require students to make the comparisons between two texts on the same topic.
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.R.10	Text complexity standard to be moved to supporting guidance.		4 Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: Foundational Skills					
Print Concepts					

K.RF.1	<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.</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>	K.RF.1	<p>Demonstrate understanding of the organization and basic features of print.</p> <p>A. Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>B. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>C. Understand that words are separated by spaces in print.</p> <p>D. Follow words from left to right, top to bottom, and page by page.</p> <p>E. Identify the front cover, back cover, and title page of a book.</p>	1	<p>The standard is very similar.</p>
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.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>E. 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. Recognize and produce rhyming words.</p> <p>B. Blend, and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial and final sounds (phonemes) in CVC (consonant-vowel-consonant) words.</p> <p>E. Create new words by manipulating the phonemes orally in one-syllable words.</p>	<p>1 The revised standard is very similar, but adds E, which is a strong addition for K.</p>
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 sound or many of the most frequent sounds for each consonant.</p> <p>B. Associate the long and short sounds with the 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 knowledge of one-to-one letter-sound correspondence for each consonant.</p> <p>B. Associate the short vowel sounds with common spellings.</p> <p>C. Read common high-frequency words by sight.</p> <p>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	2	<p>The revised standards omits the parenthetical examples and reduces clarity.</p>
Fluency					
K.RF.4	<p>Read emergent-reader texts with purpose and understanding.</p>	K.RF.4	<p>Read emergent-reader texts with purpose and understanding.</p>	0	<p>There are no changes.</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			

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., <i>My favorite book is...</i>).	K.W.8	Use a combination of media such as drawing, dictating, oral expression, and writing to state an opinion about a familiar topic.	1	Though the standard is similar, it lacks in specificity and clarity. Additional language would be helpful.
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.9	Use a combination of media such as drawing, dictating, oral expression, and writing to name a familiar topic and supply information.	1	The revised standard is very similar.
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.10	Use a combination of media such as drawing, dictating, oral expression, and writing to narrate an event(s) in sequence.	1	Though the standard is similar, it lacks in specificity. Revision for specificity is recommended.
Production and Distribution of Writing		Production and Distribution of Writing			

K.W.4	Begins in grade 3.	K.W.1	Write and/or draw to communicate meaning and engage in discussions about their own writing and drawing. A. No applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Use linking words and phrases to connect ideas within categories of information.	8	This addition to grade K helps students experience producing some of the important elements of writing. The expectation for K students to use precise language and domain specific vocabulary may be a bit high.
K.W.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.W.2	Respond to questions and suggestions from peers and details to strengthen writing, with guidance and support.	1	The standard is very similar.
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.4	Explore a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support as needed.	1	The standard is very similar.
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 and express opinions about them).	K.W.5	Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed.	1	The addition of "ask questions" is a good one for this standard. Students will learn that research emerges from questions.

K.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.W.6	Recall information from experiences or gather information from provided sources to answer a question, with guidance and support as needed.	1	The standard is very similar.
K.W.9	Begins in grade 4	K.W.7	Begins in grade 4		
Range of Writing		Range of Writing			
K.W.10	Begins in grade 3.	K.W.3	Write and/or draw over a variety of contexts and settings.	6	This is a good addition to K, and reinforces writing throughout the day.
		K.W.11	Create and present a poem, dramatization, art work, or other personal response to a text of an author, with guidance and support as needed.	8	
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			
K.SL.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). B. Continue a conversation through multiple exchanges.	K.SL.1	Participate in collaborative conversations with peers and adults in small, large groups, and during play. A. Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. B. Participate in conversations through multiple exchanges. C. Seek to understand and communicate with individuals from diverse backgrounds.	2	This revision omits the expectation for K topics and texts; without it, the standard may unintentionally create an equity issue. The removal of the parenthetical examples reduces clarity for educators.

K.SL.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.SL.2	Confirm understanding of diverse media and formats through oral conversation and visual display.	3	It is unclear what is meant by "diverse media and formats." An e.g. would be really helpful here. It is also unclear how educators will "confirm understanding of diverse media" What does that mean? Additional clarity is needed.
K.SL.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			4	
		K.SL.3	Repeat what the speaker says.	8	This standard only has students repeat what the speaker says. This seems like a reduced expectation for students.
Presentation of Knowledge and Ideas		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.4	Name familiar people, places, things, and events with detail.	2	It is unclear how one would "name" with "detail." Additional clarity is needed.
K.SL.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.SL.5	Create visual displays to support descriptions and provide additional detail.	1	This is a very close match.
K.SL.6	Speak audibly and express thoughts, feelings, and ideas clearly.	K.SL.6	Express thoughts, feelings, and ideas clearly when appropriate to task, situation, and audience.	2	The revised standard is unclear. Are students asked to express thoughts when appropriate to task, or as appropriate to the task?
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

K.L.1	<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 shared language activities.</p>	K.L.1	<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.</p> <p>D. Understand and use interrogatives (question words).</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.</p>	2	<p>The omission of the parenthetical examples reduces clarity.</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. 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.	0	There are no changes.
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.
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 a word.</p>	<p>1 This is a very close match</p>
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K.L.5	<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>	K.L.5	<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) for understanding 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. Use words to identify and describe the world, making connections between words and their use (e.g., places at home 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>	1	This is a very close match.
K.L.6	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	K.L.6	<p>With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	1	This is a very close match.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and details		Key Ideas and details			
1.RL.1	Ask and answer questions about key details in a text.	1.R.1	Answer and ask questions about key ideas and details in a text, with guidance and support as needed.	1	The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section.
1.RL.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.R.2	Retell stories and key details in a text, with guidance and support as needed. Identify the central/main idea and central message or lesson, with guidance and support as needed.	1	The part relevant to literary text is very similar.
1.RL.3	Describe characters, settings, and major events in a story, using key details.	1.R.3	Describe characters, settings, and major events in a story, or pieces of information in a text, with guidance and support as needed.	2	The revised standard omits "using key details," reducing reading expectations.
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.R.4	Identify how words and phrases shape meaning in a text.	3	The new standard seems a bit abstract for 1st grade. It is unclear how this would look in instruction for teachers and students.
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.R.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.
1.RL.6	Identify who is telling the story at various points in a text.	1.R.6	Identify examples of how illustrations and information supports the point of view or purpose of the text, with guidance and support as needed.	1	The revised standard directs students to pay attention to illustrations and information, which is a good addition.
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.R.7	Use illustrations and details in a story or text to discuss story elements and/or topics.	1	The revised standard is very similar to the CCSS.
1.RL.8	Not applicable to literature	1.R.8	Identify specific information an author gives to support points in a text, with guidance and support as needed.		

1.RL.9	Compare and contrast the adventures and experiences of characters in stories.	1.R.9	Identify basic similarities in and differences between similar stories or texts, with guidance and support as needed. A. Make cultural connections between text and self, with guidance and support as needed.	1	The revised standard broadens the standard beyond adventures and experiences of characters in stories.
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.R.10	Text Complexity Standard recommended to be moved to guidance.	3	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			

		1.R.11	Make connections between self, text, and the world around them (text, media, social interaction).	7	Making connections between self, text, and the world as an instructional standard creates an equity issue for students. Texts are very diverse, and there is no way to ensure that all students have the background to make the connections--in short, some students will be able to, and other will not. We read texts in order to learn something outside of ourselves. While making connections can be an instructional strategy that is used judiciously, it is cautioned against as a standard. Finally, this standard has measurability issues--how would you gauge learning with this 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.R.1	Answer and ask questions about key ideas and details in a text, with guidance and support as needed.	1	This is a very close match.

1.RI.2	Identify the main topic and retell key details of a text.	1.R.2	Retell stories and key details in a text, with guidance and support as needed. Identify the central/main idea and central message or lesson, with guidance and support as needed.	1	The revised standard is a very close match.
1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.R.3	Describe characters, settings, and major events in a story, or pieces of information in a text, with guidance and support as needed.	1	The revised standard no longer has students describe the connections between elements in a text, but instead to describe elements of text.
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.R.4	Identify how words and phrases shape meaning in a text.	3	The revised standard never has students figure out what the word means. Instead, they identify how the words suggest meaning, an abstract concept. This might be a big leap without ever determining word meaning.
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.R.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.	3	It is unclear if students are expected to notice and note specific text features in this standard. As written, this standard seems a bit more appropriate for a lower grade.

1.RI.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.R.6	Identify examples of how illustrations and information supports the point of view or purpose of the text, with guidance and support as needed.	2	This is an interesting revision, as it assumes students already know the main purpose of a text. Students may need additional support in determining the text's main purpose or point of view.
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.R.7	Use illustrations and details in a story or text to discuss story elements and/or topics.	1	This is a very close match.
1.RI.8	Identify the reasons an author gives to support points in a text.	1.R.8	Identify specific information an author gives to support points in a text, with guidance and support as needed.	1	The revised standard is very similar.
1.RI.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	1.R.9	Identify basic similarities in and differences between similar stories or texts, with guidance and support as needed. A. Make cultural connections between text and self, with guidance and support as needed.	1	This is a very close match.
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.R.10	Text complexity standard to be moved to supporting guidance.	3	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: Foundational Skills					
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., first word, capitalization, ending punctuation).	0	There are no changes.
Phonological Awareness					

1.RF.2	<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>	1.RF.2	<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 the 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>	0	There are no changes.
Phonics and Word Recognition					

<p>1.RF.3</p>	<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> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>F. Read words with inflectional endings.</p> <p>G. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>1.RF.3</p> <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> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>F. Read words with inflectional endings.</p> <p>G. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>0</p>	<p>There are no changes.</p>
<p>Fluency</p>				

1.RF.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	1.RF.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	0	There are no changes.
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.8	Write an opinion on a topic, give two or more reasons to support that opinion, and include a sense of closure.	1	This is very similar, though it is unclear why this standard does not include "plan" and "draw" like 1.W.9 and 1.W.10.
1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.W.9	Plan, draw, and write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide a sense of closure	1	This is very similar, and the addition of "plan and draw" are good and grade appropriate. Consider additional revision for clarity: Does one "write to introduce a topic?"

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.10	Plan, draw, and write a narrative that recount an event or short sequence of events, using temporal words to signal event order, and provide a sense of closure.	1	This is very similar, and the addition of "plan and draw" are good and grade appropriate.
Production and Distribution of Writing		Production and Distribution of Writing			
1.W.4	Begins in grade 3	1.W.1	Write and draw to communicate meaning as appropriate to task and purpose. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Use linking words and phrases to connect ideas within categories of information. D. Not applicable to this grade. E. Provide a sense of closure.	6	This is a strong addition to grade 1, and helps students experience producing some of the important elements of writing.
1.W.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.W.2	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support.	1	This is very similar.

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.4	Use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support as needed.	1	This is very similar.
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.5	Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed	1	The addition of "ask questions" is a good one for this standard. Students will learn that research emerges from questions.
1.W.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.W.6	Recall information from experiences or gather information from provided sources to answer a question, with guidance and support as needed.	1	This is very similar.
1.W.9	Begins in grade 4	1.W.7	Begins in grade 4		
Range of Writing		Range of Writing			
1.W.10	Begins in grade 3	1.W.3	Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	6	This is a good addition to grade 1. Students will learn that writing is an ongoing task.
		1.W.11	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with guidance and support as needed.	8	
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>	<p>1.SL.1 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 and participate by actively listening, taking turns, and staying on topic.</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> <p>D. Seek to understand and communicate with individuals from diverse backgrounds.</p>	1	The removal of the parenthetical examples reduces clarity for educators.
1.SL.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.SL.2 Ask and answer questions about key details of diverse media and formats.	2	It is unclear what is meant by "diverse media and formats." An e.g. would be really helpful here.
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 Identify a speaker's point of view.	6	This standard only has students identify a speaker's point of view. This seems like a reduced expectation for students. Is there a reason why the SL standard doesn't mirror the reading standard by learning how to ask and answer questions about what a speaker says?

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 familiar people, places, things, and events with additional detail.	2	The revised standard adds in "with additional detail" but omits the expectation that students express ideas clearly.
1.SL.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	1.SL.5	Add visual displays to descriptions to clarify ideas, thoughts, and feelings.	1	The revised standard retains the expectation for the use of visual displays.
1.SL.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	1.SL.6	Express thoughts, feelings, and ideas clearly using complete sentences, when appropriate to task, situation, and audience.	1	
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> <p>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	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.</p> <p>E. Use verbs to convey a sense of past, present, and future.</p> <p>F. Use frequently occurring adjectives.</p> <p>G. Use frequently occurring conjunctions.</p> <p>H. Use determiners (e.g., articles, demonstratives).</p> <p>I. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>J. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	1	
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1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize dates and names of people. B. Use end punctuation for sentences. C. Use commas in dates and to separate single words in a series. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	1	The revised standard includes a new expectation to spell untaught words phonetically, which is a great addition to the standard.
Knowledge of Language		Knowledge of Language			
1.L.3	Begins in grade 2	1.L.3	Begins in grade 2	0	There are no changes
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

1.L.4	<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>	1.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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 and their inflectional forms.</p>	3	<p>The omission of grade 1 language expectations will not allow educators to know which standards are most important to reinforce in speaking and listening.</p>
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1.L.5	<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 defining or choosing them or by acting out the meanings.</p>	1.L.5	1	This is a very close match.
1.L.6	<p>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>).</p>	1.L.6	1	This is a very close match.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and Details		Key Ideas and Details			
2.RL.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2.R.1	Answer and ask such questions as who, what, where, when, why, how, and other questions to demonstrate an understanding of key ideas and details in a text.	0	The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section.
2.RL.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.R.2	Retell stories and key details in a text, including the main topic and central message or lesson.	2	The revised standard directs students to retell the central message or lesson, when perhaps they should determine the central message or lesson? Students do not read fables and folktales from diverse cultures, which reduces rigor.
2.RL.3	Describe how characters in a story respond to major events and challenges.	2.R.3	Describe how characters in a story respond to major events and challenges. Describe the connections between ideas, concepts, or a series of events in an informational text.	0	There are no changes to the literary portion of the standard.
Craft and Structure		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.R.4	Answer and ask questions about unknown words in a text. Identify and explain how words and phrases in a text suggest feelings, appeal to the senses, or are topic specific.	3	Students no longer focus on describing how word choices supply rhythm and meaning in texts, and are instead answering and asking questions about unknown words in a text. This revision loses rigor--there is no expectation that students think about how words supply meaning, and could instead only answer questions about words they do not know.
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.R.5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.	0	There are no changes.
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.	2.R.6	Identify examples of how illustrations and information supports the point of view or purpose of the text.	6	The revised standard focuses only on illustrations and information and how they support the point of view or purpose in the text. Students are no longer acknowledging that different points of view exist. Should this expectation look different for literary and informational text?
Integration of Knowledge and Ideas		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.R.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of story elements and/or topics.	1	The revised standard is very similar to the CCSS.
2.RL.8	Not applicable to literature.	2.R.8	Explain how reasons support specific points the author makes in a text.		The revision should make clear that it only applies to informational text.

2.RL.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.R.9	Compare and contrast two or more versions of the same story or topic by different authors or from different cultures.	1	The revised standard omits the parenthetical example, but that does not seriously impact meaning or clarity.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
2.RL.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.R.10	Text complexity standard recommended to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			
		2.R.11	Make connections between self, text, and the world around them (text, media, social interaction).	7	Making connections between self, text, and the world as an instructional standard creates an equity issue for students. Texts are very diverse, and there is no way to ensure that all students have the background to make the connections--in short, some students will be able to, and other will not. We read texts in order to learn something outside of ourselves. While making connections can be an instructional strategy that is used judiciously, it is cautioned against as a standard. Finally, this standard has measurability issues--how would you gauge learning with this standard?
Reading Standards for Informational Text		Reading Standards for Informational Text			

Key Ideas and details		Key Ideas and details			
2.RI.1	Ask and answer such questions as <i>who, what, where, when, why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	2.R.1	Answer and ask such questions as <i>who, what, where, when, why, how</i> , and other questions to demonstrate an understanding of key ideas and details in a text.	1	This is a very close match.
2.RI.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	2.R.2	Retell stories and key details in a text, including the main topic and central message or lesson.	2	The revised standard omits having students identify the focus of individual paragraphs. The new standard is much broader, and does not have students zero in on chunks of text, but instead looks at the text overall. There is no distinction between informational text and literature here, which makes the standard a bit confusing.
2.RI.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	2.R.3	Describe how characters in a story respond to major events and challenges. Describe the connections between ideas, concepts, or a series of events in an informational text.	1	This is a very close match.
Craft and Structure		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.R.4	Answer and ask questions about unknown words in a text. Identify and explain how words and phrases in a text suggest feelings, appeal to the senses, or are topic specific.	3	The revised standard never has students figure out what the word means. Instead, they are only asking about unknown words and then jumping to explaining how the words suggest abstract concepts. This might be a big leap without ever determining word meaning. Are students expected to determine the meaning of unknown words? That is unclear. Finally, the revised standard creates an equity issue because it does not clearly state that students are answering and asking questions about texts appropriate for grade 2.
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.R.5	Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text.	3	It is unclear if students are expected to notice and note specific text features in this standard. As written, this standard seems a bit more appropriate for a lower grade.
2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.R.6	Identify examples of how illustrations and information supports the point of view or purpose of the text.	2	This is an interesting revision, as it assumes students already know the main purpose of a text. Students may need additional support in determining the text's main purpose or point of view.
Integration of Knowledge and Ideas		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.R.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of story elements and/or topics.	3	The revised standard is very broad. Students are not required to determine what an image does in a text (contributes to its meaning, or clarifies information). Instead, students only use the information to understand the text. This seems to weaken the expectation.

2.RI.8	Describe how reasons support specific points the author makes in a text.	2.R.8	Explain how reasons support specific points the author makes in a text.	1	This is a very close match.
2.RI.9	Compare and contrast the most important points presented by two texts on the same topic.	2.R.9	Compare and contrast two or more versions of the same story or topic by different authors or from different cultures.	2	It is unclear how the revised standard applies to informational text; it seems much better suited for literary text.
Range of Reading and Level of Text		Range of Reading and Level of Text			
2.RI.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	2.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: 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>1</p> <p>This is very similar. Substandard B has been revised from "additional" vowel teams to "common" vowel teams.</p>
Fluency				

2.RF.4	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	0	There are no changes.
College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing		
Text Types and Purposes		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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	2.W.8 Write opinion pieces on topics or texts, using supporting details which support the point of view. A. Introduce the topic or book and state an opinion. B. Provide reasons that support the opinion.	2	It is unclear why this standard is formatted differently than informative and narrative texts--the inconsistent format makes the standard difficult to follow. It is unclear what is meant by "Introduce the topic or book." Are students expected to write about books here? Is it meant to read "Introduce the topic of the book?" Additional clarity is needed.
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.9 Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, and provide a concluding statement or section.	0	There are no changes.

2.W.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.W.10	Write narratives which recount an 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.
Production and Distribution of Writing		Production and Distribution of Writing			
2.W.4	Begins in grade 3.	2.W.1	Produce writing in which the development and organization are appropriate to task and purpose. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Use linking words and phrases to connect ideas within categories of information. D. Not applicable to this grade. E. Provide a conclusion.	6	This is a new expectation to grade 2, and it will help students be prepared for writing in later grades.
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.2	Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support as needed.	1	This is very similar.

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.	2.W.4	Use a variety of digital tools to produce and publish writing, including in collaboration with peers, with guidance and support.	1	This is very similar.
Research to Build and Present Knowledge		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.5	Ask questions and participate in shared research to answer questions and to build knowledge about a topic, with guidance and support as needed.	1	The addition of "ask questions" is a good one for this standard. Students will learn that research emerges from questions.
2.W.8	Recall information from experiences or gather information from provided sources to answer a question.	2.W.6	Recall information from experiences or gather information from provided sources to answer a question.	0	There are no changes.
2.W.9	Begins in grade 4.	2.W.7	Begins in grade 4		
Range of Writing		Range of Writing			
2.W.10	Begins in grade 3.	2.W.3	Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	8	
		2.W.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with guidance and support as needed.	8	This has the same expectation as grade 1. How should students grow in this skill by the end of grade 2?
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

2.SL.1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>B. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	2.SL.1	<p>Participate in collaborative conversations with diverse peers and adults in small, large groups and during play.</p> <p>A. Follow agreed-upon rules for discussions by actively listening, taking turns, and staying on topic.</p> <p>B. Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges.</p> <p>C. Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>D. Seek to understand and communicate with individuals from diverse backgrounds.</p>	2	<p>This revision omits the expectation for grade 2 topics and texts; without it, the standard may unintentionally create an equity issue. The removal of the parenthetical examples reduces clarity for educators.</p>
2.SL.2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	2.SL.2	<p>Recount or describe key ideas or details of diverse media and formats.</p>	1	<p>This is a very close match.</p>

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.	2.SL.3	Retell and agree or disagree with the speaker's point of view.	8	This standard allows for students to engage verbally around the author's point of view.
Presentation of Knowledge and Ideas		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.	2.SL.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly with appropriate volume for the audience.	1	
2.SL.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	2.SL.5	Include multimedia components and visual displays in presentations to clarify ideas, thoughts, and feelings.	1	The revised standard retains the expectation for the use of multimedia but is much easier to read.
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 here for specific expectations.)	2.SL.6	Adapt language when appropriate to task, situation, and audience.	3	There is no expectation that students produce complete sentences verbally. Additionally, the omission of grade 2 language expectations will not allow educators to know which standards are most important to reinforce in speaking and listening.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

<p>2.L.1</p>	<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, 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>	<p>2.L.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use collective nouns.</p> <p>B. Form and use frequently occurring irregular plural nouns.</p> <p>C. Use reflexive pronouns.</p> <p>D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>E. Use adjectives and adverbs depending on what is to be modified.</p> <p>F. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>1</p>	<p>This is a very close match, however educators may benefit from the examples.</p>
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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>	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,</p> <p>E. Consult reference materials as needed to check and correct spellings.</p>	1	This is a very close match.
Knowledge of Language		Knowledge of Language			
2.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.2.3.A</p> <p>Compare formal and informal uses of English.</p>	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.
Vocabulary Acquisition and Use		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 meaning of words and phrases.</p>	<p>2.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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.</p> <p>E. Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.</p>	<p>3</p>	<p>The omission of grade 2 expectations means that there is no expectation for students to execute this skill with grade level texts.</p>
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2.L.5	<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 closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	2.L.5	0	There are no changes.
2.L.6	<p>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>).</p>	2.L.6	1	This is a close match.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and Details		Key Ideas and Details			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section.
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.R.1	Ask and answer questions, using connections or prior knowledge, to determine and locate relevant and specific details in a text to support an answer or inference.	3	The revised standard, as written, omits the requirement for students to refer to text explicitly when answering questions. As written, the questions could be answered completely by using connections or prior knowledge. The revision also builds in an equity problem. Students who have a diverse body of prior knowledge from which to pull will be able to use prior knowledge to ask and answer questions. Students without such knowledge will not. The intent of the standard is to build students' capacity to cite evidence in a text, and that has been omitted. Second, the standard actually requires students to "ask and answer questions <i>to determine and locate relevant and specific details to support an answer or inference.</i> " Essentially, students are asking questions to find details? This is a bit awkwardly worded.

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.R.2	<p>Paraphrase a variety of texts from diverse cultures including fables, folktales, or myths.</p> <p>Determine the central idea/main idea or theme and explain how it is conveyed through key details in the text.</p>	3	The revised standard omits the expectation that students determine the central message, lesson, or moral and explain how it is conveyed through the text. Instead, the standard has been reduced to paraphrasing. The revised standard reduces expectations significantly. Interestingly, the standard does move to having students determining theme, which may create a progression issue after the expectations for grade 2.
3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	3.R.3	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	3	In this revised standard, students are asked to use specific details in a text to describe characters; while this is a great addition to the standard, as written it is out of alignment with standards 1 and 2. Additionally, as written, students can only focus on character traits, motivations, or feelings. Should students not also pay attention to character dress, physical description, or gender? For elementary learners, this concrete details are much easier to comprehend than the more abstract traits at first. The e.g. in the CCSS allowed for "traits, motivations, or feelings" to be examples, but not the entirety. There is a loss of rigor with "and explain how their actions contribute to the sequence of events" being dropped from the standard.
Craft and Structure		Craft and Structure			

3.RL.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	3.R.4	Determine the meaning of words, phrases, figurative language, academic and domain-specific words	3	The revised standard is unclear because students don't cite "in text" and the standard does not require students to distinguish literal from nonliteral language. There is likely a progression problem as well because this is similar to other standards.
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.R.5	Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3	Expectations for students to describe how parts of text build on earlier sections have been removed. The revised standard reduces expectations.
3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.	3.R.6	In both literary and informational texts, distinguish their own point of view from that of the author, narrator or characters in a text.	1	This is a very close match.
Integration of Knowledge and Ideas		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.R.7	In literary texts, 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). In informational texts, 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	This is a very close match.
3.RL.8	not applicable to literature	3.R.8	Explain how an author uses reasons and evidence to support particular points in a text.		The standard should make it clear that it only applies to informational text.
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)	3.R.9	In literary texts, compare and contrast the themes, settings, and plots of stories. In informational texts, compare and contrast the most important points and key details presented in no more than two texts on the same topic.	2	The revised standard omits having students examine books by the same author or with similar characters.
Range of Reading and Level of Text Complexity		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.	3.R.10	Text complexity standard recommended to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			
		3.R.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	7	Making connections between self, text, and the world as an instructional standard creates an equity issue for students. Texts are very diverse, and there is no way to ensure that all students have the background to make the connections--in short, some students will be able to, and other will not. We read texts in order to learn something outside of ourselves. While making connections can be an instructional strategy that is used judiciously, it is cautioned against as a standard. Finally, this standard has measurability issues--how would you gauge learning with this standard?

		3.R.11a	Self-select text based upon personal preferences with opportunities to read independently for pleasure.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students reading widely on a variety of topics of their choice. With revisions intended to impact instructional decisions and measurability, this could be a good addition.
Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		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.R.1	Ask and answer questions, using connections or prior knowledge, to determine and locate relevant and specific details in a text to support an answer or inference.	3	The revised standard, as written, omits the requirement for students to refer to text explicitly when answering questions. As written, the questions could be answered completely by using connections or prior knowledge. The revision also builds in an equity problem. Students who have a diverse body of prior knowledge from which to pull will be able to use prior knowledge to ask and answer questions. Students without such knowledge will not. The intent of the standard is to build students' capacity to cite evidence in a text, and that has been omitted. Second, the standard actually requires students to "ask and answer questions <i>to determine and locate relevant and specific details to support an answer or inference.</i> " Essentially, students are asking questions to find details? This is a bit awkwardly worded.

3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.R.2	Paraphrase a variety of texts from diverse cultures including fables, folktales, or myths. Determine the central idea/main idea or theme and explain how it is conveyed through key details in the text.	1	This is a very close match.
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.R.3	In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship between a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	1	This is a very close match.
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.R.4	Determine the meaning of words, phrases, figurative language, academic and domain-specific words	2	While this is a very close match, the expectation for grade 3 texts and topics has been omitted. This presents a progression issue.

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.R.5	Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	1	This is a very close match.
3.RI.6	Distinguish their own point of view from that of the author of a text.	3.R.6	In both literary and informational texts, distinguish their own point of view from that of the author, narrator or characters in a text.	1	This is a very close match. The addition of "narrator or characters" is a good one and will be meaningful for 3rd graders.
Integration of Knowledge and Ideas		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.R.7	In literary texts, 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). In informational texts, 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).	1	This is a very close match.

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.R.8	Explain how an author uses reasons and evidence to support particular points in a text.	2	This is the same as the previous grade 4 standard, and may pose a progression issue in the revised grade 4.
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	3.R.9	In literary texts, compare and contrast the themes, settings, and plots of stories. In informational texts, compare and contrast the most important points and key details presented in no more than two texts on the same topic.	1	This is a very close match.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
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.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: Foundational Skills					
Phonics and Word Recognition					

3.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p>	3.RF.3	1	This is a very close match.
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>	3.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read a variety of text levels with purpose and understanding using text evaluated by multiple measures, including readability and other scores of text complexity; with guidance and support as needed.</p> <p>B. Read a variety of text, prose and poetry orally with accuracy, appropriate rate, and expression on successive readings; using text evaluated by multiple measures, including readability and other scores of text complexity, with guidance and support as needed.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	3	<p>The additional wording in substandards A-B is good. However, educators will need additional guidance on the other measures of text complexity and what the parameters for the grade are. Additionally, the standard should reference "grade level" text. This omission may unintentionally lower expectations for students.</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>3.W.1</p>	<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>	<p>3.W.8</p> <p>Write opinion pieces on topics or texts, using supporting details which support the point of view.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, list reasons in an organized manner.</p> <p>B. Provide reasons that support the opinion.</p>	<p>1</p>	<p>This is a very close match, and the changes to substandard A make the standard clearer.</p>
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<p>3.W.2</p>	<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>3.W.9</p> <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</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>1</p>	<p>This is a very close match, and the changes to substandard A make the standard clearer.</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.10	1	This is a very close match.
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.1	Produce writing in which the development and organization are appropriate to task and purpose. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Use linking words and phrases to connect ideas within categories of information. D. Not applicable to this grade. E. Provide a conclusion.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Without seeing the other grades, substandard A is very unclear. Substandards B, C, and E, however, may conflict with the expectations of narrative writing as defined in standard 10. If all the substandards are not applicable to all three forms of writing, that is currently unclear.
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 here.)	3.W.2	Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support as needed.	2	The revised standard omits the direction that students should demonstrate command of Language standards 1-3.
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.4	Use technology to produce and publish writing as well as to interact and collaborate with others, with guidance and support as needed.	1	This is a very close match. The revised standard puts the emphasis on the skill students execute in the beginning and "guidance and support" at the end, so the focus is on students. This is a nice rewording.
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.5	Conduct research to answer questions, including self-generated questions, and to build knowledge about a topic, with guidance and support as needed	2	Short research projects have been reduced to answering research questions. With the absence of "short," it is unclear if research will be a regular occurrence for students.
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.6	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.
3.W.9	W.3.9 begins in grade 4	3.W.7	Begins in grade 4		
Range of Writing		Range of Writing			
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.	3.W.3	Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.	2	The omission of the parentheticals deletes the clear definition of time frames.
		3.W.11	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class		This has almost the exact same expectation as grade 1. How should students grow in this skill by the end of grade 3?
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		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 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> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	3.SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.	1	<p>This is a very close match. Though this is a very close match, the revised standard omits the parenthetical, making the standard less clear. It also removes the expectation that the discussion be on grade 3 texts and topics, which may lower expectations. Substandard E cannot be measured: how would "seek to understand" be measured, and what constitutes "effectively?" Finally, what constitutes "diverse backgrounds?" Would a student from two different blocks in the same neighborhood be considered having diverse backgrounds? What are the parameters?</p>
3.SL.2	<p>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.</p>	3.SL.2	Determine the main ideas and supporting details or information presented in diverse media and formats, including visually, quantitatively, and orally.	1	This is a very close match.

3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.SL.3	Evaluate a speaker's point of view by asking and answering questions about information from a speaker, offering appropriate elaboration and detail.	2	In third grade, how much evaluating will students actually complete of a speaker's point of view. The expectation has been raised, but it may be very difficult for students.
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	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences, with appropriate volume for the audience.	2	This is a very close match; however, the new standard omits "report on a topic or text," which might be helpful when speaking about informational text.
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.5	Include multimedia components and visual displays in presentations to emphasize or enhance certain facts or details.	1	The revised standard is broader, and gives educators more choice about the kinds of multimedia they expect students to use. "Fluid reading" has been omitted--might that have an impact on fluency?
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 here for specific expectations.)	3.SL.6	Identify contexts that call for formal English and situations where informal discourse is appropriate.	3	It is unclear how the revised standard would be measured. Students are not expected to use formal/informal speech, but instead, to identify when it is appropriate to use. Finally, the revision omits the expectation that students speak in complete sentence, which is an expectation of lowered rigor.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

<p>3.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 nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>B. Form and use regular and irregular plural nouns.</p> <p>C. Use abstract nouns (e.g., childhood).</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>	<p>3.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 nouns, pronouns, verbs, adjectives, and adverbs in general and in particular sentences.</p> <p>B. Form and use regular and irregular plural nouns.</p> <p>C. Use abstract nouns.</p> <p>D. Form and use regular and irregular verbs.</p> <p>E. Form and use the simple verb tenses.</p> <p>F. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>H. Use coordinating and subordinating conjunctions</p> <p>I. Produce simple, compound, and complex sentences.</p>	<p>1</p>	<p>The revised standard omits the parenthetical examples.</p>
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3.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	3.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate words in titles.</p> <p>B. Use commas in addresses.</p> <p>C. Use commas and quotation marks in dialogue.</p> <p>D. Form and use possessives.</p> <p>E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>F. Use spelling patterns and generalizations in writing words.</p> <p>G. Consult reference materials as needed to check and correct spellings.</p>	2	<p>This is a very close match, but the omission of parentheticals may reduce clarity for some educators.</p>
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.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			
3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). D. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.	1	This is a very close match.

3.L.5	<p>Demonstrate understanding of figurative language, 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, 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. Use words to identify and describe the world, making 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, wondered).</p>	1	This is a very close match.
3.L.6	<p>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., <i>After dinner that night we went looking for them</i>).</p>	3.L.6	<p>Acquire and accurately use conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	0	There are no changes.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and details		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.R.1	Locate and refer to relevant details and examples when explaining what the text says and when drawing inferences from the text.	1	This is a very close match. Adding "locate" as a directive is a good addition to the standard.
4.RL.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	4.R.2	Summarize a variety of grade appropriate texts. Determine a theme of a story, drama, or poem and explain how it is supported by the key details; determine the central/main idea of an informational text and explain how it is supported by key details.	1	The standard has been revised so students are now expected to explain how the theme is supported by key details in the text, which is a nice addition.

4.RL.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.R.3	In literary texts, describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on the specific information from the text.	1	The revised standard omits the parenthetical, making the standard less clear.
Craft and Structure		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.R.4	Determine the meaning of words, phrases, figurative language, academic, and domain-specific words.	3	In addition to determining the meaning of words and phrases as they are used in text, the CCSS requires students to determine the meaning of allusions. The revised standard omits "as they are used in a text," which completely changes the focus of using contextual clues to determine meaning. Additionally, the new standard does not have students determine the meaning of allusions, reducing expectations. As written, students could use a dictionary or other reference material to determine word meaning without ever referring to the text.

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.R.5 In literary texts, analyze the structural elements, including poems and drama, when writing or speaking about a text (e.g., verse, rhythm, meter, casts of characters, settings, dialogue, stage directions). In informational texts, analyze the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information when writing or speaking about a text.	3	The revised standard has students "analyze structural elements, including poems and drams;" however, "poems and drama" are not structural elements. The e.g., follows "text," but the examples provided in the e.g. are not examples of text. They are examples of the structural elements of poems and drama. The revised standard changes the expectation from explaining the major differences between different types of literary texts (i.e., poems, drama, and prose) and moves students immediately into analysis of the structural elements (presumably of those text types?) without ever laying the foundation of determining their differences. This may be very difficult for 4th graders. The standard could be stronger if it were revised for clarity.
4.RL.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.R.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1	The literary text portion of the standard is the same.
Integration of Knowledge and Ideas		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.R.7	In both literary and informational texts, relate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, or digital resources) and explain how the information contributes to an understanding of the text in which it appears.	3	The revised standard seems incomplete. Students are to relate information presented visually, orally, or quantitatively, but it is unclear what they are relating any of those elements to. Additionally, as written, the standard seems to be more aligned to informational text; it is unclear how this standard would be taught with literature.
4.RL.8	Not applicable to literature	4.R.8	Explain how an author uses reasons and evidence to support particular points in a text.		The standard should make clear that it only applies to informational text.
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.	4.R.9	In literary texts, compare and contrast how similar themes and topics (e.g., opposition of good and evil) from two texts are impacted by the presentations of the text. In informational texts, integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	3	As written, the revised standard is hard to understand. It is unclear what is meant by "presentations of the text." Does this refer to character development, aspects of plot, and/or graphics? An e.g. would be helpful to educators here. The revised standard omits the expectation that students learn patterns of events in traditional literature, which may impact subsequent years when those patterns become more central to the plot of the text.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			

4.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	4.R.10	Text complexity standard recommended to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			
		4.R.11	Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.	7	The new standard focuses only on literary texts, which does not support students' development in reading informational text. It also has an equity problem built into the standard: students that can make personal connections to the text will; and students that cannot make personal connections to the text won't. As written, this standard is not measurable.
		4.R.11a	Self-select text based upon personal preferences with opportunities to read independently for pleasure.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students reading widely on a variety of topics of their choice. With revisions intended to impact instructional decisions and measurability, this could be a good addition.

Reading Standards for Informational Text		Reading Standards for Informational Text			
Key Ideas and details		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.R.1	Locate and refer to relevant details and examples when explaining what the text says and when drawing inferences from the text.	1	This is a very close match. Adding "locate" as a directive is a good addition to the standard.
4.RI.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.R.2	Summarize a variety of grade appropriate texts. Determine a theme of a story, drama, or poem and explain how it is supported by the key details; determine the central/main idea of an informational text and explain how it is supported by key details.	1	The standard has been revised so students are now expected to explain how the theme is supported by key details in the text, which is a nice addition.

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.	4.R.3	In literary texts, describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on the specific information from the text.	1	The revised standard omits "historical, scientific, or technical text," making the standard less clear to educators. Somewhere, informational text should be defined for educators.
Craft and Structure		Craft and Structure			
4.RI.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	4.R.4	Determine the meaning of words, phrases, figurative language, academic, and domain-specific words.	3	The revised standard omits "in a text relevant to a grade 4 topic or subject area," which completely changes the focus of using contextual clues to determine meaning, and removes the expectation that the text be grade appropriate. As written, students could use a dictionary or other reference material to determine word meaning without ever referring to the text.

4.RI.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.R.5 In literary texts, analyze the structural elements, including poems and drama, when writing or speaking about a text (e.g., verse, rhythm, meter, casts of characters, settings, dialogue, stage directions). In informational texts, analyze the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information when writing or speaking about a text.	1	The standard has been changed from "describe" to "analyze," increasing expectations for students.
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.	4.R.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	1	The literary text portion of the standard is the same.
Integration of Knowledge and Ideas		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.R.7	In both literary and informational texts, relate information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations, or digital resources) and explain how the information contributes to an understanding of the text in which it appears.	3	The revised standard seems incomplete. Students are to relate information presented visually, orally or quantitatively, but it is unclear what they are relating any of those elements to. While the latter part of the revised standard retains the language of the CCSS, the first part is altered enough to change meaning and make the entire standard less clear. Students are no longer interpreting information found in informational text; instead, they are relating information.
4.RI.8	Explain how an author uses reasons and evidence to support particular points in a text.	4.R.8	Explain how an author uses reasons and evidence to support particular points in a text.	0	There are no changes, however, the standard is the same as grade 3, which creates a progression issue. How should students develop in this skill from grade 3 to 4?
4.RI.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.R.9	In literary texts, compare and contrast how similar themes and topics (e.g., opposition of good and evil) from two texts are impacted by the presentations of the text. In informational texts, integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	0	For informational text there are no changes.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			

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.	4.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: Foundational Skills					
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.		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.	0	There are no changes.
Fluency					

4.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>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read within a variety of text levels with purpose and understanding.</p> <p>B. Read a variety of text 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.
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>4.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 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>4.W.8</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic 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>1</p>	<p>The parts of the revised standard that were kept are the same.</p>
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<p>4.W.2</p>	<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>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>4.W.9</p> <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; incorporating text features useful to aiding comprehension</p> <p>B. Develop ideas on the topic with facts, definitions, concrete details, or other information and examples relevant to the topic.</p>	<p>1</p>	<p>The parts retained are similar to the CCSS.</p>
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<p>4.W.3</p>	<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 experiences or events.</p>	<p>8W.10</p> <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 audience 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 of actions, thoughts, and feelings 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 experiences or events.</p>	<p>1</p>	<p>The revised standard is very similar to the CCSS.</p>
<p>Production and Distribution of Writing</p>		<p>Production and Distribution of Writing</p>		

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.1 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Link ideas within categories of information using transitional words and phrases. D. Not applicable to this grade. E. Provide a concluding statement or paragraph related to the information or explanation presented.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Without seeing the other grades, substandard A is very unclear. Substandards B, C, and E, however, may conflict with the expectations of narrative writing as defined in standard 10. If all the substandards are not applicable to all three forms of writing, that is currently unclear.
4.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 4 here.)	4.W.2 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support as needed.	2	The revised standard omits the grade level expectations for language mastery in grade 4. This may pose an assessment issue in scoring for language. It also omits the guidance and support from peers and adults, which may be necessary for the 4th grade students.

4.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 one page in a single sitting.	4.W.4	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, with guidance and support.	2	The revised standard omits the guidance and support from peers and adults. It also gets rid of the minimum expectation of typing, which may produce an equity issue.
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.5	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of different aspects of a topic	1	Short research projects have been reduced to answering research questions. With the absence of "short," it is unclear if research will be a regular occurrence for students.
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.6	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.

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.7	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying grade 4 reading standards.</p>	1	This is very close to the CCSS.
Range of Writing		Range of Writing			
4.W.10	<p>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.</p>	4.W.3	<p>Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.</p>	2	<p>The revised standard omits parentheticals which explain the expectations for time frames.</p>

		4.W.11	Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.	8	A positive part of this standard is that students are completing a "literary review." It might be a good idea to define "literary review" for educators in a supplemental glossary or other supporting material. It is assumed that a "literary review" is more complex than a summary of events, but that is not clear. Elements of this standard (i.e., art work) seems misplaced in an ELA class.
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		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 discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	4.SL.1	<p>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>C. No change</p> <p>D. Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p> <p>E. Seek to understand and communicate with individuals from different perspectives and diverse backgrounds.</p>	2	<p>This is a very close match. It removes the expectation that the discussion be on grade 4 texts and topics, which may lower expectations. Substandard A removes "explicitly," and this removal lowers expectations. What constitutes "diverse backgrounds?" Would a student from two different blocks in the same neighborhood be considered having a diverse backgrounds? What are the parameters? Some additional description might serve educators well in an accompanying document.</p>
4.SL.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	4.SL.2	<p>Paraphrase portions of information presented in diverse formats, including visually, quantitatively, and orally.</p>	1	<p>This is a very close match.</p>

4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.	4.SL.3	Identify and evaluate the reasons and evidence a speaker provides to support particular points.	0	There are no changes.
Presentation of Knowledge and Ideas		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.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 and volume appropriate for audience.	1	This is very close to the CCSS.
4.SL.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.SL.5	Include multimedia components and visual displays in presentations to emphasize or enhance the development of main ideas or themes	1	The revised standard is the 5th grade expectation in the CCSS. This is very similar to the previous grade 4 expectation.
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 here for specific expectations.)	4.SL.6	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation, and audience.	2	The parenthetical, which explains which Language standards should be reinforced in speaking and listening, has been removed.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

<p>4.L.1</p>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-LITERACY.L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). CCSS.ELA-LITERACY.L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. CCSS.ELA-LITERACY.L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions. CCSS.ELA-LITERACY.L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CCSS.ELA-LITERACY.L.4.1.E Form and use prepositional phrases. CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p>4.L.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use relative pronouns and relative adverbs.</p> <p>B. Form and use the progressive verb tenses.</p> <p>C. Use modal auxiliaries to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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 confused words (e.g., to, too, two; there, their).*</p>	<p>2</p> <p>Relative pronouns have been omitted, and many of the parenthetical examples which provide immediate examples and clarity to the standard have been omitted.</p>
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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>	0	There are no changes.
Knowledge of Language		Knowledge of Language			
4.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.*</p> <p>B. Choose punctuation for effect.*</p> <p>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).</p>	4.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.*</p> <p>B. Choose punctuation for effect.*</p> <p>C. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	0	There are no changes.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>4.L.4</p>	<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>	<p>4.L.4</p> <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>	<p>1</p>	<p>This is very similar to the CCSS. However, an understanding of synonyms and antonyms has been dropped--might this pose a problem in later grades?</p>
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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>	3	<p>This is very similar to the CCSS. However, an understanding of synonyms and antonyms has been dropped--might this pose a problem in later grades?</p>
4.L.6	<p>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).</p>	4.L.6	<p>Acquire and accurately use general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	2	<p>Parenthetical examples that provide clarity have been omitted.</p>

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
Key Ideas and details		Key Ideas and details			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.

5.RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.R.1	Locate and refer to details and examples, and choose a relevant quote accurately when supporting an inference.	3	The revised standard omits the expectation that students learn how to appropriately quote text. Instead, it has students "choose a relevant quote accurately." It is unclear how one chooses quotes accurately--does it intend that the quote chosen is an accurate support for the student's writing? How could a student choose a quote inaccurately? Interestingly, the revised standard omits the expectation that students select quotes that explain what a text says explicitly, and only refers to quotes supporting inferences. This may be a bit of a leap for students.
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.R.2	Summarize a variety of grade appropriate texts. Determine the theme of a variety of literary texts, including how characters respond to challenges or reflect upon a topic. Determine two or more central/main ideas of informational texts and explain how they are supported by key details.	2	The revised standard omits "how the speaker in a poem reflects upon a topic." The first sentence also seems to fulfill a different purpose here than several of the other reading standards. Is this meant to be an introductory statement that applies to both literary and informational 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).	5.R.3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information.	1	The parenthetical example is omitted, reducing clarity.
Craft and Structure		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.R.4	Determine the meaning of words, phrases, figurative language, academic, and domain-specific words and analyze their effect on meaning or tone/mood.	2	The revised standard omits metaphors and similes being explicitly mentioned as figures of speech. As written, students could go the entire year without spending time on deconstructing 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.R.5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. In an informational text, compare and contrast the overall structure. (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	1	The literary portion of the revised standard is very similar to the CCSS.

5.RL.6	Describe how a narrator's or speaker's point of view influences how events are described.	5.R.6	Describe how a narrator's or speaker's point of view influences how events are described. In an informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	0	The literary portion of the revised standard is very similar to the CCSS.
		5.R.6a	Recognize and describe how an author's background and culture affect his or her perspective.	8	The new standard has some measurability issues, and seems very subjunctive.
Integration of Knowledge and Ideas		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, poem).	5.R.7	In literary texts, analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). In informational texts, 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.RL.8	RL.5.8 not applicable to literature	5.R.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	It should be made clear that this standard is 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.	5.R.9	In literary texts, compare and contrast stories in the same genre on their approaches to similar themes and topics. In informational texts, integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	1	The parenthetical example is omitted in the revised standard, which reduces clarity for educators.
Range of Reading and Level of Text Complexity		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.	5.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			
		5.R.11	In a literary text, recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.	7	The new standard focuses only on literary texts, which does not support students' development in reading informational text. It also has an equity problem built into the standard: students that can make personal connections to the text will; and students that cannot make personal connections to the text won't. As written, this standard is not measurable.

		5.R.11a	Self-select text based upon personal preferences with opportunities to read independently for pleasure.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students reading widely on a variety of topics of their choice. With revisions intoned to impact instructional decisions and measurability, this could be a good addition.
		5.R.11b	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces.	7	It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality.
Reading Standards for Informational Text		Reading Standards for Informational Text			The notes for this section refer to the parts of the revised standards that speak directly to reading informational text. Additional notes on the revised standards are in the reading literature section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.

Key Ideas and details		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.R.1	Locate and refer to details and examples, and choose a relevant quote accurately when supporting an inference.	3	The revised standard omits the expectation that students learn how to appropriately quote text. Instead, it has students "choose a relevant quote accurately." It is unclear how one chooses quotes accurately--does it intend that the quote chosen is an accurate support for the student's writing? How could a student choose a quote inaccurately? Interestingly, the revised standard omits the expectation that students select quotes that explain what a text says explicitly, and only refers to quotes supporting inferences. This may be a bit of a leap for students.
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.R.2	Summarize a variety of grade appropriate texts. Determine the theme of a variety of literary texts, including how characters respond to challenges or reflect upon a topic. Determine two or more central/main ideas of informational texts and explain how they are supported by key details.	1	The revised standard is very close to the CCSS for informational text. Interestingly, here the wording is "central/main idea," in 11-12, the wording is "central or main idea," and other grades only reference central idea and not main idea. Are the two meant to be used interchangeably? If so, they should have the same format in all grades.

5.RI.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.R.3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information.	2	The parenthetical example is omitted, reducing clarity. The standard would be clearer if the phrase "in text" was added to "specific information."
Craft and Structure		Craft and Structure			
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	5.R.4	Determine the meaning of words, phrases, figurative language, academic, and domain-specific words and analyze their effect on meaning or tone/mood.	3	The revised standard omits "general academic" and replaces it with "words, phrases, figurative language, academic." Having students determine how vocabulary affects tone/mood in informational text is a good idea. However, omitting the expectation for grade 5 text or subject area may lessen the chance that students are executing this skill on grade appropriate text.
5.RI.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.R.5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. In an informational text, compare and contrast the overall structure. (e.g., chronology, comparison, cause/effect, problem/solution) in two or more texts.	1	The revised standard is very close to the CCSS for informational text.

5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	5.R.6	Describe how a narrator’s or speaker’s point of view influences how events are described. In an informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	0	The revised standard is very close to the CCSS for informational text.
		5.R.6a	Recognize and describe how an author’s background and culture affect his or her perspective.	8	The new standard has some measurability issues, and seems very subjunctive.
Integration of Knowledge and Ideas		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.R.7	In literary texts, analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). In informational texts, 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	The revised standard is very close to the CCSS for informational text.
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.R.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.

5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.R.9	In literary texts, compare and contrast stories in the same genre on their approaches to similar themes and topics. In informational texts, 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 portion of the revised standard on informational text.
Range of Reading and Level of Text Complexity		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.	5.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
Reading: 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.3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	0	This is very similar to the CCSS.
Fluency					

5.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>	5.RF.4		<p>3</p> <p>The revised standard replaces all requirements to reading grade-level text and replaces with "a variety of text levels." This change significantly weakens the expectations for fluency in grade 5, as students could read text below grade level all year, and never have practice with developing fluency on text appropriate for grade 5.</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>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.8</p> <p>Write an argument based on an opinion on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text with a clear topic sentence, state an opinion, and create an organizational structure in which ideas are logically within paragraphs to support the writer's purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from various sources.</p>	<p>3</p> <p>The revised standard has students write an argument based off an opinion on topics or texts, however the essential parts of an argument are missing. Arguments are constructed from claims that are then developed by reasons and evidence--this standard mixes the two and may be confusing for teachers. This may also be a difficult standard to assess--are evaluators looking for argumentation or opinions? Finally, this may be a bit of a cognitive leap for young learners.</p>
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<p>5.W.2</p>	<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 vocabulary to inform about or explain the topic.</p> <p>E. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5.W.9</p> <p>Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>A. Introduce the topic with a clear topic sentence, provide a general focus, and group related information logically. Use text features, illustrations, and multimedia to aid comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples relevant to the topic.</p>	<p>1</p>	<p>The revised standard omits a requirement that student texts are written clearly.</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 narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words, phrases, and clauses 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 experiences or events.</p>	8W.10	2	<p>The revised standard omits examples of narrative techniques which reduces clarity of expectations for students. The expectations for narrative are much longer than opinion/argument and informative writing.</p>
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.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Link opinion and reasons using transitional words, phrases, and clauses. D. Not applicable to this grade. E. Provide a concluding statement or paragraph related to the opinion presented.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Without seeing the other grades, substandard A is very unclear. Substandards B -E, however, may conflict with the expectations of narrative writing as defined in standard 10. If all the substandards are not applicable to all three forms of writing, that is currently unclear.
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 here.)	5.W.2	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	2	The revised standard omits the grade-level expectations for language mastery in grade 5.

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.4	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.	2	The revised standard omits the guidance and support from peers and adults. It also gets rid of the minimum expectation of typing, which may produce an equity issue.
Research to Build and Present Knowledge		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.5	Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of different aspects of a topic using several sources.	1	Short research projects have been reduced to answering research questions. With the absence of "short," it is unclear if research will be a regular occurrence for students.
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.	5.W.6	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase to avoid plagiarism of information in notes and finished work, and provide a list of sources.	0	There are no changes.

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.7	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>	1	This is very close to the CCSSS.
Range of Writing		Range of Writing			
5.W.10	<p>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.</p>	5.W.3	<p>Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.</p>	2	<p>The revised standard omits parentheticals which explain the expectations for time frames.</p>

		5.W.11	Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.	8	A positive part of this standard is that students are completing a "literary critique." It might be a good idea to define "literary critique" and explain how it is different from a "literary review" (grade 4) to educators in a supplemental glossary or other supporting material.
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			
5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	5.SL.1	Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions and carry out assigned roles. C. No change D. Review the relevant ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. E. Seek to understand and communicate with individuals from diverse backgrounds.	3	The revised standards omits the parenthetical, making the standard less clear. It also removes the expectation that the discussion be on grade 5 texts and topics, which may lower expectations. Substandard E cannot be measured: how would "seek to understand" be measured, and what constitutes "effectively?"

5.SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	5.SL.2	Summarize information presented in diverse formats, including visually, quantitatively, and orally.	1	This is a very close match.
5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	0	There are no changes.
Presentation of Knowledge and Ideas		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.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 and volume appropriate for audience.	0	There are no changes.
5.SL.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	5.SL.5	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas of themes.	1	This is a very close match. However, some place should define what is meant by "multimedia components."

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 here for specific expectations.)	5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	2	The parenthetical which explains which Language standards should be reinforced in speaking and listening has been removed.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			
5.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 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>	5.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 conjunctions, prepositions, and interjections in general and in particular sentences.</p> <p>B. Form and use the perfect verb tenses.</p> <p>C. No change</p> <p>D. No change</p> <p>E. Use correlative conjunctions.</p>	1	This is a very close match.

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>	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>	1	This is a very close match.
Knowledge of Language		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>	5.L.3		0	There are no changes.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<p>5.L.4</p>	<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>5.L.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>0</p>	<p>There are no changes.</p>
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5.L.5	<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>	5.L.5	<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>	3	<p>The revised standard omits C, a very grade-appropriate and relevant skill for vocabulary development and use of language for grade 5. It is suggested that this be reinserted.</p>
5.L.6	<p>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).</p>	5.L.6	<p>Acquire and accurately use general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	2	<p>The revised standard omits the parenthetical examples.</p>

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.
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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.
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.R.2	Determine a central idea, and where applicable the theme of a text(s) and how it's conveyed through key supporting details over the course of a text.	3	The expectation of summarizing text has been omitted. The expectation for summary is in grade 7; this may cause a progression issue.

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.R.3	Trace the development of a text. In informational texts, describe how an individual, event, or idea is introduced and elaborated. In literary texts, describe how the events unfold, as well as how the characters respond or change as the plot moves toward a resolution.	1	The part of the revised standard for literary texts has not changed much: story and drama have been replaced with "literary texts." However, the standard itself is hard to read because the reader has to move through two sentences before arriving at the part pertinent for literary text. Is literary text defined anywhere?
Craft and Structure		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.R.4	Determine the technical, connotative, and figurative meaning of words and phrases as they are used in both literary and informational texts and analyze the impact of word choice on meaning or tone/mood. Analyze the impact of rhyme on meaning or tone in a specific excerpt of a poem, story, drama, or text.	3	The expectation for students to focus on specific word choices and their impact on meaning and tone has been omitted and replaced with "analyze the impact of rhyme on meaning or tone." This will require reading a lot of texts with rhyme while not addressing the very important skill of specificity of language. Is rhyme that important to add this as a requirement?
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.R.5	Analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, setting, plot, or ideas, in both literary and informational texts.	1	This standard is very similar to the CCSS, but is very long. It would benefit by being multiple sentences.

6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	6.R.6	Determine an author's perspective and purpose in a text and explain how it is conveyed. In literary texts, determine the narrative point of view and explain how it conveys meaning.	3	The revised standard requires a much more superficial level of understanding. In the revised standard, the rigor is lessened. Students have to determine the author's purpose/perspective and explain how it conveys meaning. It is unclear what is meant by "narrative point of view;" that is not common terminology, and educators may struggle with it. Instead of explaining the point of view of the narrator or speaker in a text and how that point of view is developed through the text; NY has students simply determining the point of view which could be 1st person, 2nd person, or 3rd person and then explaining how that point of view conveys meaning. It is unclear what is meant by "conveys meaning."
Integration of Knowledge and Ideas		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.R.7	Integrate information presented in different media or formats as well as in text form; contrasting what is visualized through text based formats as compared to what is perceived through multimedia formats in order to develop understanding of the topic.	3	The second part of the standard contains a grammatical error, and is a fragment. This makes the standard difficult to interpret. It is unclear what either students or educators are expected to do here. The standard omits all of the specifics, making it very hard to figure out what is happening. The revision has a strong informational focus by the use of the word "topic."

6.RL.8	RL.6.8 not applicable to literature	6.R.8	Trace and evaluate the argument and specific claims in informational texts, distinguishing claims that are supported by reasons and evidence from claims that are not.	0	With the revised format, it may be worthwhile to mention that this standard is only intended for informational text.
6.RL.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6.R.9	Compare and contrast one author's presentation with that of another in both literary and informational texts. Analyze how two or more texts address similar themes, topics or events in order to build knowledge or to compare the approaches of two different authors.	3	The revised standard changes from students comparing and contrasting different forms/genres to comparing and contrasting author's style in presentation of events.
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
6.RL.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	6.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			

		6.R.11	Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.	7	An equity problem built into the standard: students that can make personal connections to the text will; and students that cannot make personal connections to the text won't. As written, this standard is not measurable because it is very broad and general. What would this look like in either instruction or assessment?
		6.R.11a	Self-select text based on personal preferences.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students reading widely on a variety of topics of their choice. With revisions intended to impact instructional decisions and measurability, this could be a good addition.
		6.R.11b	Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	7	It is unclear what the goal of this standard is. It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality. Finally, how does this standard progress? It has the same wording in multiple grades.

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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	1	Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.
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 judgments.	6.R.2	Determine a central idea, and where applicable the theme of a text(s) and how it's conveyed through key supporting details over the course of a text.	3	The expectation of summarizing text has been omitted. The expectation for summary is in grade 7; this may cause a progression issue.

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.R.3	Trace the development of a text. In informational texts, describe how an individual, event, or idea is introduced and elaborated. In literary texts, describe how the events unfold, as well as how the characters respond or change as the plot moves toward a resolution.	2	The part of the revised standard for informational texts has changed from analysis to description, lowering expectations.
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.R.4	Determine the technical, connotative, and figurative meaning of words and phrases as they are used in both literary and informational texts and analyze the impact of word choice on meaning or tone/mood. Analyze the impact of rhyme on meaning or tone in a specific excerpt of a poem, story, drama, or text.	3	
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.R.5	Analyze how a particular sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure of a text and how it contributes to the development of theme, setting, plot, or ideas, in both literary and informational texts	1	This standard is very similar to the CCSS, but is very long. It would benefit by being multiple sentences.

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.R.6	Determine an author's perspective and purpose in a text and explain how it is conveyed. In literary texts, determine the narrative point of view and explain how it conveys meaning.	1	The part of the standard that is for informational text is very similar to the CCSS.
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.R.7	Integrate information presented in different media or formats as well as in text form; contrasting what is visualized through text based formats as compared to what is perceived through multimedia formats in order to develop understanding of the topic.	2	The revised standard is not clearly worded, and as full of jargon that teachers will struggle to make sense of. The parenthetical examples have been omitted, further reducing clarity.
		6.R.7a			
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.R.8	Trace and evaluate the argument and specific claims in informational texts, distinguishing claims that are supported by reasons and evidence from claims that are not.	1	This is very similar to the CCSS.

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.R.9	Compare and contrast one author's presentation with that of another in both literary and informational texts. Analyze how two or more texts address similar themes, topics or events in order to build knowledge or to compare the approaches of two different authors.	3	In the revised standard, it is unclear what is being compared and contrasted. The reader does not know the author's presentation of what. Does presentation refer to events, ideas, characters, setting, theme? This is too broadly worded. The lack of parentheses does not help in understanding the standard.
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.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
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>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.8</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>1</p>	<p>The parts that were kept are the same as the CCSS. C-E moved to another standard.</p>
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<p>6.W.2</p>	<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 relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>6.W.9</p> <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 relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>1</p>	<p>The parts of the revised standard that were kept are the same as the CCSS. C-F moved to another 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 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 experiences or events.</p>	8W.10	<p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing.</p> <p>A. Engage and orient the reader by introducing a narrator and/or characters; organize an event sequence.</p> <p>B. Use narrative techniques, such as dialogue 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 and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	1	This is very similar to the CCSS.
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.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C Use appropriate transitions to clarify the relationships among ideas and concepts. D. Establish and maintain a formal style. E. Provide a concluding statement or section that supports the information or information presented.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Without seeing the other grades, substandard A is very unclear. Substandards B -E, however, may conflict with the expectations of narrative writing as defined in standard 10. For example, 6.W.10 requires students to use precise words and phrases, relevant descriptive details and sensory language; 6.W.1d requires that students "establish and maintain a formal style." If all the substandards are not applicable to all three forms of writing, that is currently unclear.
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 here.)	6.W.2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2	The support from peers and adults has been omitted, which students may need. Additionally, the expectations for demonstration of command of Language standards 1-2 has been omitted.

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.4	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	2	The revised standard omits the minimum length for mastery.
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.5	Conduct research to answer questions, including self-generated questions, drawing on several sources and refocusing the inquiry when appropriate.	1	This is very close to the CCSS, though projects has been reduced to questions.
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.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote of paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	0	There are no changes.

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>	6.W.7	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grade 6 Reading standards to both literary and informational text, where applicable</p>	2	The revised standard omits the parentheticals.
Range of Writing		Range of Writing			
6.W.10	<p>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.</p>	6.W.3	<p>Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.</p>	1	The omission of the parentheticals reduces clarity.

		6.W.11	<p>Create and present a text or art work in response to a literary work.</p> <p>A. Develop a perspective or theme supported by relevant details.</p> <p>B. Not applicable to this grade.</p> <p>C. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p> <p>D. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	7	<p>Elements of this standard (i.e., art work) seems misplaced in an ELA class. Could a student go through an entire year of only creating art in response to art? Is there evidence that this is required for college and career readiness?</p>
Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			

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. 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. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	6.SL.1 Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion, D. Consider the relevant ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. E. Seek to understand and communicate with individuals from diverse backgrounds.	2	The revised standards omits the parenthetical, making the standard less clear. It also removes the expectation that the discussion be on grade 7 texts and topics, which may lower expectations. Substandard A removes "explicitly," and this removal lowers expectations. Substandard E cannot be measured: how would "seek to understand" be measured, and what constitutes "effectively?" Finally, what constitutes "diverse backgrounds?" Would a student from two different blocks in the same neighborhood be considered as having diverse backgrounds? What are the parameters?
6.SL.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6.SL.2 Interpret information presented in diverse formats (e.g., visually, quantitatively, orally) and explain how it relates to a topic, text, or issue under study.	0	There are no changes.

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.	1	This is a very close match.
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 enunciation.	0	There are no changes.
6.SL.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6.SL.5	Include multimedia components and visual displays in presentations to clarify information.	0	There are no changes.
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 task, demonstrating command of formal English when indicated or appropriate.	1	The parenthetical which explains which Language standards should be reinforced in speaking and listening has been removed.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

<p>6.L.1</p>	<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, 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>	<p>6.L.1</p>	<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, possessive).</p> <p>B. Use intensive pronouns/</p> <p>C. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>D. Recognize and correct pronouns that have unclear or ambiguous antecedents).*</p> <p>E. Recognize variations from standard English, use strategies to improve expression in conventional language.*</p>	<p>1</p>	<p>This is a very close match.</p>
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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.*	1	Spelling has been moved to the overarching statement.
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 consistency in style and tone.*	0	There are no changes.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use			

<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 part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>6.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>0</p>	<p>There are no changes.</p>
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6.L.5	<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 word</p> <p>C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</p>	6.L.5	2	<p>The parenthesis in A has been removed, and it is unclear if there should be an "and" in front of personification, or an e.g.</p>
6.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>	6.L.6	1	<p>The revised standard is very close to the CCSS.</p>

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text	2	Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.

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.R.2		3	The revised standard is confusing to read because of grammatical errors. It is missing commas after either "applicable" or "themes." The "and" requires students complete all of these actions, which will make the standard very difficult to measure. As written, students are asked to "summarize supporting details and ideas," but it is unclear if the supporting details and ideas spring from the central idea/theme or not, and they should. Adding a semicolon before "summarize" is one edit that would make the standard clearer and more measurable.
7.RL.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.R.3		3	The rewording of the revised standard changes meaning and restricts expectations. In the CCSS, students are asked to think about how particular elements (inclusive of plot, setting, and characters) interact. In the revised standard, students are only thinking about how the elements of plot (exposition, rising action, climax, falling action, resolution/denouncement) are related, affect each other, and contribute to meaning.
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.R.4	3	The first sentence of the revised standard is cumbersome and contains a misplaced modifier. Are students determining the meaning of words and phrases in both literary and informational terms independently, or are they determining the meaning of words and phrases that are used in both literary and informational texts jointly? There are too many parts combined in this standard for it to be clear. The revision mixes two actions together which is confusing for the reader. Additionally, the second sentence of the revised standard omits alliteration and any other repetition of sound but rhyme and its impact on meaning and tone, which is very limiting for 7th grade. There is a progression issue--this standard is the same as the standard in grade 6.
7.RL.5	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	7.R.5	3	The revised standard omits the parenthetical example. As written, with the inclusion of multiple "ands," this standard will be difficult to measure. Merging literature and informational texts here causes confusion--especially since those types of texts tend to be structured differently. Specific expectations for both literature and informational text would be very helpful.

7.RL.6	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.R.6	Determine an author’s perspective or purpose in a text. In informational texts, analyze how the author distinguishes his or her position from that of others. In literary texts, analyze how an author develops and contrasts the perspectives of different characters or narrators.	1	The part of the standard that pertains to reading literature is a close match to the CCSS.
		7.R.6a	Analyze stories, drama, or poems by authors who represent diverse world cultures.	7	This addition is not in alignment with anchor standard 6 for reading, as it addresses neither person nor point of view. Second, what does it mean to represent a "diverse world culture?" That is different from world literature. Would a diverse world culture include an American author who writes a story about another culture (e.g., <i>Memoirs of a Geisha</i>), or is it meant to refer to authors who are outside of the U.S. and write about a culture outside of the U.S. (e.g., <i>Things Fall Apart</i>). To what end are students analyzing the stories, drama, or poems that are not already covered in the reading standards? As written this standard will be difficult to measure.
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.R.7	Compare and contrast a written text with audio, filmed, staged, or multimedia versions in order to analyze the effects of techniques unique to each media and each medium’s portrayal of the subject	2	ELA educators will struggle with knowing what is meant by "techniques unique to each media," and adding an e.g. would be very helpful in clarifying. In the revised version, the goal is the analysis; in the CCSS, the goal is the presentation of how they are similar and different. It is unclear if this is the intended direction of the revised standard.

7.RL.8	RL.7.8 not applicable to literature	7.R.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; recognize when irrelevant evidence is introduced.	0	
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.R.9	Compare and contrast both literary and informational texts. In literary texts, compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in order to understand how authors of fiction present history. In informational texts, analyze how two or more authors writing about the same topic shape their presentations of key information by identifying different evidence or different interpretation of facts.	1	The revised standard changes the wording pertinent to literature from "how authors of fiction use or alter history" to "how authors of fiction present history." the word "present" leaves open the possibility of how authors either use or alter history. Are literary and informational texts being compared and contrasted to each other, one another, or both?
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.R.10	Text complexity standard moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			
		7.R.11	Recognize, interpret, and make connections in narratives, poetry, and drama, ethically and artistically to other texts, ideas, cultural perspectives, eras, personal events, and situations.	7	An equity problem is built into the standard: Students that can make personal connections to the text will; and students that cannot make personal connections to the text won't. As written, this standard is not measurable because it is very broad and general. What would this look like in either instruction or assessment?
		7.R.11a	Self-select text based on personal preferences.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students building knowledge and reading widely on a variety of topics of their choice. With revisions intoned to impact instructional decisions and measurability, this could be a good addition. This standard has the same expectation as grade 6, creating a progression concern. How should the expectation deepen by grade 7?

		7.R.11b	Use established criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	7	It is unclear what the goal of this standard is. It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality. Finally, how does this standard progress? It has the same wording in multiple grades.
Reading Standards for Informational Text		Reading Standards for Informational Text			The notes for this section refer to the parts of the revised standards that speak directly to reading informational text. Additional notes on the revised standards are in the reading literature section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.
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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	2	Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.

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.R.2	Determine a central idea, and where applicable themes of a text and analyze their development over the course of the text and summarize supporting details and ideas.	2	The revised standard is confusing to read because of grammatical errors. It is missing commas after either "applicable" or "themes." Adding a semicolon before "summarize" is one edit that would make the standard clearer and more measurable.
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.R.3	Analyze the interactions within a text. In informational texts, analyze how individuals, events, and ideas influence each other within a text. In literary texts, analyze how the elements of plot are related, affect one another, and contribute to meaning.	2	The revised portion for reading informational text omits the parenthetical, and loses clarity.
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.R.4	Determine the technical, connotative, and figurative meaning of words and phrases as they are used in both literary and informational texts and analyze the impact of word choice on meaning or tone/mood. Analyze the impact of rhyme on meaning and tone in a specific excerpt of a poem, story, drama, or text.	3	The first sentence of the revised standard is cumbersome and contains a misplaced modifier. Are students determining the meaning of words and phrases in both literary and informational terms independently, or are they determining the meaning of words and phrases that are used in both literary and informational texts jointly? There are too many parts combined in this standard for it to be clear. The revision mixes two actions together which is confusing for the reader. Additionally, the second sentence of the revised standard omits alliteration and any other repetition of sound but rhyme and its impact on meaning and tone, which is very limiting for 7th grade. There is a progression issue--this standard is the same as the standard in grade 6.

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.R.5	Analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of the ideas in both literary and informational texts.	1	The revised standard, as it pertains to reading informational text, is very similar to the CCSS.
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.R.6	Determine an author's perspective or purpose in a text. In informational texts, analyze how the author distinguishes his or her position from that of others. In literary texts, analyze how an author develops and contrasts the perspectives of different characters or narrators.	1	The revised standard, as it pertains to reading informational text, is very similar to the CCSS.
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.R.7	Compare and contrast a written text with audio, filmed, staged, or multimedia versions in order to analyze the effects of techniques unique to each media and each medium's portrayal of the subject	2	ELA educators will struggle with knowing what is meant by "techniques unique to each media," and adding an e.g. would be very helpful in clarifying. In the revised version, the goal is the analysis; in the CCSS, the goal is the presentation of how they are similar and different. It is unclear if this is the intended direction of the revised 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.R.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; recognize when irrelevant evidence is introduced.	2	The expectation for 7th grade has been upped to match the expectation for 8th grade. Though this increases rigor, it is worth noting that delineating is more challenging than tracing, and in 7th grade, students will have had only one year of writing and analyzing arguments.
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.R.9	Compare and contrast both literary and informational texts. In literary texts, compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period in order to understand how authors of fiction present history. In informational texts, analyze how two or more authors writing about the same topic shape their presentations of key information by identifying different evidence or different interpretation of facts.	2	In the revised standard, students are asked to analyze how two authors shape their presentation of key information by merely identifying different evidence. The difference in expectation between standard 8 and 9 may prove to be challenging for teachers and students.
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.R.10	Text complexity standard moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
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.8	<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>	1	The revised standard moves C-E to an earlier NY standard.

<p>7.W.2</p>	<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 create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>7.W.9</p> <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>1</p>	<p>The revised standard moves C-F to an earlier 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 experiences or events.</p>	<p>7.W.10</p> <p>Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.</p> <p>A. Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize an event sequence.</p> <p>B. Use narrative techniques, such as dialogue 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 what is experienced, observed, or resolved over the course of the narrative.</p>	<p>2</p>	<p>Expectations for pacing have been removed, along with "relevant" for descriptions. The revised standard is the same as grade 6. How are students expected to grow in their understanding between grades 6-7? There are some progression concerns.</p>
<p>Production and Distribution of Writing</p>		<p>Production and Distribution of Writing</p>		

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.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A. Not applicable to this grade. B. Use precise language and domain-specific vocabulary to inform about or explain the topic. C. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. D. Establish and maintain a formal style. E. Provide a concluding statement or section that supports the information or information provided.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Substandards A-E may conflict with the expectations of narrative writing as defined in standard 10. For example, 7.W.10 requires students to use precise words and phrases, relevant descriptive details, and sensory language; 7.W.1d requires that students "establish and maintain a formal style." If all the substandards are not applicable to all three forms of writing, that is currently unclear.
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 here.)	7.W.2 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.	1	The support from peers and adults has been omitted which may be challenging for students. Additionally, the expectations for demonstration of command of Language standards 1-2 has been omitted.

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.4	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.
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.5	Conduct research to answer questions, including self-generated questions, drawing on several sources and generating additional related, focused questions for further research and investigation.	1	This is very close to the CCSS, though projects has been reduced to questions.
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.6	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.

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.7	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	3	<p>Without clear guidelines for text complexity, the expectations for this standard may widely vary.</p>
Range of Writing		Range of Writing			
7.W.10	<p>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.</p>	7.W.3	<p>Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences.</p>	1	<p>The omission of the parentheticals reduces clarity.</p>

		<p>7.W.11 Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections.</p> <p>A. Make deliberate, personal, cultural, textual, and thematic connections across genres.</p> <p>B. Not applicable to this grade.</p> <p>C. Not applicable to this grade.</p> <p>D. Create poetry, stories, plays, and other literary forms (e.g. videos, art work)</p>	<p>7 Elements of this standard (i.e., art work) seems misplaced in an ELA class. It is unclear what the commentary is connecting to, presumably the literary work, but that is not clearly specified. This standard has an equity problem built in: Students who can make personal and cultural connections will and those who cannot, won't. Could a student go through an entire year of only creating art in response to art? Additionally, as this standard is not tethered to an anchor standard, it is unclear what is meant by "Not applicable to this grade."</p>
Speaking and Listening Standards		Speaking and Listening Standards	
Comprehension and Collaboration		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 relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	7.SL.1	<p>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow norms 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 relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>D. Acknowledge new information expressed by others and, when warranted, modify personal views.</p> <p>E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.</p>	3	<p>The revised standard omits the parenthetical, making the standard less clear. It also removes the expectation that the discussion be on grade 7 texts and topics, which may lower expectations. Substandard A removes "explicitly," and this removal lowers expectations. Substandard E cannot be measured: How would "seek to understand" be measured, and what constitutes "effectively?" Finally, what constitutes "diverse backgrounds?" Would a student from two different blocks in the same neighborhood be considered as having diverse backgrounds? What are the parameters?</p>
7.SL.2	<p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	7.SL.2	<p>Analyze the main ideas and supporting details presented in diverse formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	0	<p>There are no changes.</p>

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 for sound reasoning and the relevance and sufficiency of the evidence.	1	This is a very close match.
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, facts, details, and relevant examples; use appropriate eye contact, adequate volume, and clear pronunciation	0	There are no changes.
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.
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 here for specific expectations.)	7.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	2	The parenthetical which explains which Language standards should be reinforced in speaking and listening has been removed.
Language Standards		Language Standards			
Conventions of Standard English		Conventions of Standard English			

7.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 phrases and clauses in general and their function in specific sentences.</p> <p>B. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	7.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 phrases and clauses in general in particular sentences.</p> <p>B. Choose simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>C. Place phrases and clauses within a sentence; recognize and correct misplaced and dangling modifiers.*</p>	0	There are no changes.
7.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>B. Spell correctly.</p>	7.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p>	1	Spelling has been moved to the overarching statement.
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.
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 speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</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 speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>0</p>	<p>There are no changes.</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>	7.L.5	2	<p>The parenthetical in A has been removed, leaving the door open for dozens of types of figures of speech, and removing the expectation of learning allusion in grade 7. Important guidance has been lost.</p>
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>	7.L.6	1	<p>The revised standard is very close to the CCSS, and is clearer.</p>

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	0	<p>The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.</p> <p>Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.</p>

8.RL.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.R.2	Determine one or more central ideas, and where applicable, themes of a text. Analyze their development over the course of the text and summarize supporting details and ideas.	3	While on face value the standard seems to have increased rigor and expectations for students, it does not. The revised standard changes central idea to central ideas and theme to themes, seemingly increasing the rigor of the standard. The revised standard omits the relationship between the theme/CI and characters, setting, and plot, reducing expectations. This revised standard only has students analyze, or break apart, the themes or central ideas--without any expectation to connect the theme/CI to the other elements of the text. Finally, the revised standard requires students to "summarize supporting details and ideas," however, it is unclear if the details and ideas being summarized are randomly selected, or build around the theme/CI. The CCSS require students to provide an objective summary of the text--which does require a summary constructed from the theme/CI. It is possible to summarize a text without focusing on the theme or central idea, and this revision allows that to happen.
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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.R.3	Analyze explicit connections within a text. In informational texts, analyze how a text makes connections among and distinctions between individuals, ideas, or events. In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision	0 for the specific parts referring to literary text.	The revised standard is very vague: What is meant by "analyze explicit connections within a text?" The reader does not understand how this standard is actionable, and teachers will struggle as well. The standard begins with expectations for informational text, but the next standard begins with literary text and lumps the two together. Other than the omission of the phrase "in a story or drama," the revised standard is similar to the CCSS.
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.R.4	Determine the technical, connotative, and figurative meaning of words and phrases, as they are used in both literary and informational texts, on meaning or tone/mood. Analyze the impact of specific word choice when making comparisons between two texts, such as poetry, stories, drama, or other genres of texts.	3	The revised standard greatly changes the intent from vocabulary development. When the sentence is reduced to its basic elements, and omits the nonrestrictive clause, it does not make sense. "Determine the meaning of words and phrases on meaning or tone/mood." How does one determine the meaning on meaning? The revision merges both actions together which will be confusing for both teachers and students. Direction on defining technical meanings of words in literature is needed. Rigor and specificity have been reduced with the loss of analogies or allusions.
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.R.5	Compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, or key concept	1	This is a close revision, but the wording is a bit awkward.

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.R.6	Analyze an author’s perspective or purpose in a text. In informational texts, analyze how the author addresses conflicting evidence or viewpoints. In literary texts, analyze how the differences between the perspectives of the characters, the audience, or reader create effects such as mood and tone.	3	This revision contains an error: Mood and tone are not effects. Text effects are structures or techniques that authors deliberately use to achieve a specific effect (e.g., hyperbole, simile, allusion). Textual elements, however, exist in a piece of literature--they are not optional. Tone, plot, and setting would be more like literary elements. The omission of the parenthetical makes the expectation and intent of the standard less clear.
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.R.7	Evaluate the advantages and disadvantages of using different media- text, audio, film, stage, or multimedia- to present a particular topic or idea and analyze the extent to which a production remains faithful to or departs from the written text in order to evaluate those choices.	2	While having students evaluate the advantages and disadvantages of using different media is interesting, the first part of the revised standard strays away from text and only refers to topics or ideas. The end of the revised standard "in order to evaluate those choices" is confusing because it is unclear what students are expected to do here.

<p>8.RL.9</p>	<p>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.</p>	<p>8.R.9</p> <p>Compare and contrast both literary and informational texts. In literary texts, analyze how a modern work of fiction draws on themes, patterns of events, or character types from other literary texts. In informational texts, analyze a case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or opinion</p>	<p>2</p> <p>The revised standard is unclear. It is unclear what the first sentence means and its impact on the remaining two sentences: Are students comparing and contrasting literary and informational texts to each other, or are students comparing and contrasting literary texts with other literary texts and informational texts with other informational texts? The revision omits the expectation of "describing how the material is rendered new," and this omission is a lost opportunity for students to engage thoughtfully with classic and modern texts. The revised standard omits references to religious works and the Bible, which may create a vertical gap as many of the texts students historically have read in grades 9-12 allude to the Bible and other religious works.</p>
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Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.
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.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			

		8.R.11	Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations	7	The new standard focuses only on narratives and poetry, which does not support students' development in reading informational text. It also has an equity problem built into the standard: Students that can make personal connections to the text will; and students that cannot make personal connections to the text won't. It is unclear what is meant by "ethically by making connections to." What is an ethical interpretation, analysis, or evaluation? As written, this standard is not measurable.
		8.R.11a	Self-select text to develop personal preferences.	6	It is unclear how a teacher could teach this standard and how it could be measured. As an expectation for students, this could be a positive if it promotes students building knowledge and reading widely on a variety of topics of their choice. With revisions intended to impact instructional decisions and measurability, this could be a good addition. This standard has the same expectation as grades 6 and 7, creating a progression concern. How should the expectation deepen by grade 8?

		8.R.11b	Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.	7	It is unclear what the goal of this standard is. It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality. Finally, how does this standard progress? It has the same wording in multiple grades.
Reading Standards for Informational Text		Reading Standards for Informational Text			The notes for this section refer to the parts of the revised standards that speak directly to reading informational text. Additional notes on the revised standards are in the reading literature section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.
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.R.1	Cite the textual evidence that strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	0	Though there are no changes in grade 8, this is the same standard as grades 6-7, creating a progression issue.

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.R.2	Determine one or more central ideas, and where applicable, themes of a text. Analyze their development over the course of the text and summarize supporting details and ideas.	3	While on face value the standard seems to have increased rigor and expectations for students, it does not. The revised standard changes central idea to central ideas and theme to themes, seemingly increasing the rigor of the standard. The revised standard omits the relationship between the theme/CI and characters, setting, and plot, reducing expectations. This revised standard only has students analyze, or break apart, the themes or central ideas--without any expectation to connect the theme/CI to the other elements of the text. Finally, the revised standard requires students to "summarize supporting details and ideas," however, it is unclear if the details and ideas being summarized are randomly selected, or built around the theme/CI. It is possible to summarize supporting details and ideas without focusing on the theme or central idea, and this revision allows that to happen.
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.R.3	Analyze explicit connections within a text. In informational texts, analyze how a text makes connections among and distinctions between individuals, ideas, or events. In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision	2	The revised standard is very vague: What is meant by "analyze explicit connections within a text?" The standard begins with a broad statement, then gives expectations for informational text, but the next standard begins with literary text and lumps the two together. The parenthetical example is removed, reducing clarity for educators.

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.R.4	Determine the technical, connotative, and figurative meaning of words and phrases, as they are used in both literary and informational texts, on meaning or tone/mood. Analyze the impact of specific word choice when making comparisons between two texts, such as poetry, stories, drama, or other genres of texts.	3	The revised standard greatly changes the intent from vocabulary development. The revised standard also is nonsensical. When the sentence is reduced to its basic elements, and omits the nonrestrictive clause, it does not make sense. "Determine the meaning of words and phrases on meaning or tone/mood." How does one determine the meaning on meaning? This revision requires students to find the meaning of the word and immediately jump to its meaning on meaning or tone/mood. There are too many parts combined in this standard for it to make sense. In the CCSS, students are completing two separate actions: First, they determine the meaning of words and phrases as they are used in a text; second, they analyze the impact of specific word choices on meaning and tone. The revision jumbles both actions together which will be confusing for both teachers and students. Finally, in reference to information text, the revised standard omits analogies and allusions, which reduces expectations. Achieve strongly recommends against this revision as worded.
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.R.5	Compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, or key concept	3	The revised standard is pretty general and broad.

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.R.6	Analyze an author's perspective or purpose in a text. In informational texts, analyze how the author addresses conflicting evidence or viewpoints. In literary texts, analyze how the differences between the perspectives of the characters, the audience, or reader create effects such as mood and tone.	1	This is a close match.
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.R.7	Evaluate the advantages and disadvantages of using different media- text, audio, film, stage, or multimedia- to present a particular topic or idea and analyze the extent to which a production remains faithful to or departs from the written text in order to evaluate those choices.	1	This is very close to the original standard. However, the () is a lot easier to read than the hyphen. The hyphen also should be changed to an em dash.
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.R.8	Delineate and evaluate the argument and specific claims in informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	1	The revised standard explicitly names "informational text."

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.R.9	Compare and contrast both literary and informational texts. In literary texts, analyze how a modern work of fiction draws on themes, patterns of events, or character types from other literary texts. In informational texts, analyze a case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or opinion.	2	The revised standard changes "interpretation" to "opinion." The difference between the two is subtle: Opinion refers to a personal belief; interpretation implies an analysis of the topic or subject matter. Was this the intent?
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.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
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 argument presented.</p>	8.W.8	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>	1	<p>The revised standard moves C-E to a latter standard.</p>
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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>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal style.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	8.W.9	1	
		<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 facts, definitions, concrete details, quotations, or other information and examples.</p>		

<p>8.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, 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 from and reflects on the narrated experiences or events.</p>	<p>8W.10</p> <p>Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.</p> <p>A. Engage and orient the reader by establishing a point of view and introducing a narrator and/or characters; organize a clear sequence of events.</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 resolution that follows from the narrated experiences or events.</p>	<p>2</p> <p>The standard is very close to the original. The first concern is that the standard does not meaningfully progress from grade 7 to 8, as the only change is the inclusion of "pacing." The second concern is that this standard is very well developed and the informative and argumentative standards are not. As presented, narrative writing could look more important than the other two genres.</p>
<p>Production and Distribution of Writing</p>	<p>Production and Distribution of Writing</p>		

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.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A. Not applicable to this grade. B. Use precise language and domain specific vocabulary to inform about or explain the topic. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Establish and maintain a formal style. E. Provide a concluding statement or section that supports the information or explanation presented.	2	In general, moving the elements of writing that are applicable to all genres is a good idea and a positive revision. However, as written, W.1 refers to argument, informative, and narrative writing. Substandards A-E may conflict with the expectations of narrative writing as defined in standard 10. If all the substandards are not applicable to all three forms of writing, that is currently unclear.
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 here.)	8.W.2 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.	2	

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.4	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.
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.5	Conduct research to answer questions, including self-generated questions, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	2	The revised standard omits the word short, which may have implications for instruction--educators may give one large research task instead of several small tasks throughout the year. Additionally, "projects" has been revised to "questions," which implies a less involved process.
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.6	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.

8.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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").</p>	8.W.7	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	3	<p>The revised standard omits the expectation for grade 8 reading standards (which includes text complexity), and reduces the expectation of the standards.</p>
Range of Writing		Range of Writing			
8.W.10	<p>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.</p>	8.W.3	<p>Write routinely over extended and shorter time frames or a range of tasks, purposes, and audiences</p>	1	<p>The revised standard omits the parentheticals which reduces clarity.</p>

		<p>8.W.11 Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.</p> <p>A. Make well-supported personal, cultural, textual, and thematic connections across genres.</p> <p>B. Not applicable to this grade.</p> <p>C. Not applicable to this grade.</p> <p>D. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>7 This standard is unclear and imprecise. Students are asked to create a presentation, art work or text (very broad ranges) with a commentary that "identifies connections and explains divergences from the original." The "original" of what is unclear. Part A has an equity issue--students who can make personal connections will, and students who cannot won't. Additionally, in part A, students are asked to make connections across genres--but it's unclear what the connections are intended to be about. Finally, it is unclear for what purpose students are creating poetry, stories, plays, and other literary forms. As written, this standard will be difficult to measure.</p>
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 speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	8.SL.1	<p>Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>A. Come to discussions prepared, having read or researched material under study; 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 norms 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 speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their personal views in light of the evidence presented.</p> <p>E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.</p>	1	<p>Substandard E cannot be measured: How would "seek to understand" be measured, and what constitutes "effectively?" Finally, what constitutes "diverse backgrounds?" Would a student from two different blocks in the same neighborhood be considered as having diverse backgrounds? What are the parameters?</p>
8.SL.2	<p>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.</p>	8.SL.2	<p>Analyze the purpose of information presented in diverse formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	0	<p>There are no changes.</p>

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 for sound reasoning, relevance, sufficiency of the evidence and identifying when irrelevant evidence is introduced.	2	The revised standard alters the meaning of the original standard. In the CCSS, students are asked to "evaluate the soundness of the reasoning," which means they determine to what degree how sound the speaker's reasoning is. In the revised standard, students evaluate "for sound reasoning," meaning they determine whether or not the reasoning is sound. This is a lower expectation.
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.
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 elements of interest to engage the audience.	1	This is a very close revision.

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 here for specific expectations.)	8.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	1	The parenthetical is omitted, reducing clarity and the specific Language expectations for grade 8.
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 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>	1	This is a very close revision.

8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission. C. Spell correctly.	8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. B. Use an ellipsis to indicate an omission.	1	This is a very close revision.
Knowledge of Language		Knowledge of Language			
8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. 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).	8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.	2	The parenthetical example has been omitted, and the expectations for teachers are left open to interpretation.
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, 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 speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	8.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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, secede).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	1	This is a very close revision.
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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 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>	2	<p>The parenthetical example has been omitted from the revised standard, and leaves wide open which figures of speech teachers should focus on. This may lead to lots of variability statewide.</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>	8.L.6	<p>Acquire and accurately use general academic and domain-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	0	<p>There are no changes.</p>

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			
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.R.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially; develop factual, interpretive, and evaluative questions for further exploration.	2	<p>The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.</p> <p>The second half of the standard does not align with the second half of the anchor standard. The anchor standard requires students to "cite specific textual evidence when writing or speaking to support conclusions drawn from the text;" and the revised grade level standard focuses on the process of developing questions rather than citing evidence. The revised standard does not align completely to the anchor and may result in confusion for teachers.</p>

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.R.2 Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively summarize a complex text.	2	The revised standard increases the number of themes/central ideas a student could determine in a text, making the standard more rigorous. However, the CCSS asks students to analyze the theme or central idea over the course of the text, which explicitly requires that students take into account the whole text from beginning to end. The revised standard omits the phrase "over the course of the text," and may reduce expectations. Based off the new wording, students may only need to look at specific parts of the text and not the text in its entirety to determine the theme or central idea(s).
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.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop the theme. In informational texts, analyze how the author unfolds an analysis, including the sequence, the introduction and development of ideas, and the connections that exist.	2	The addition of "why" is a good one, as it calls on students to think about the circumstances surrounding the development of individuals, events, and ideas. The use of "and" requires that students are analyzing both "how" and "why" for "individuals," "events" and "ideas," which is a very weighty expectation for each text. The parenthetical example of complex characters has been omitted, changing the clarity on the kind of complex character students analyze; this omission reduces specificity for educators.
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.R.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the cumulative impact of specific word choices on meaning and tone/mood. Examine how the language evokes a sense of setting and tone/mood. Examine technical or key terms and how language differs across genres.	2	The parenthetical example has been added as an explicit expectation.
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.R.5 Analyze in detail how an author's ideas or claims are structured and developed. In literary texts, consider how parallel plots, pacing, and flashbacks, etc. create effects. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.	3	The revised standard for literary texts loses clarity, specificity, and measurability. The issue of an "etc." makes the standard unclear because it's not clear what etc. includes. The revision makes explicit requirements that are only examples in the CCSS. Also, what does it mean to "consider" these things? All of these make this a difficult standard to measure.

<p>9-10.RL.6</p>	<p>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.</p>	<p>9-10.R.6</p> <p>Determine and analyze how authors employ point of view, purpose, rhetorical strategies, and literary elements to shape the content, perspective, and style in a wide range of global and diverse texts.</p>	<p>3</p> <p>It is unclear what "employ point of view" means. Is employ meant to be synonymous with "make use of?" If so, what does that mean in terms of thinking about point of view. Is point of view meant to be synonymous with perspective or is it meant to be thought of in terms of first, second, and third? If it is meant to be perspective, "employ" is very confusing. If it is meant to be first, second, or third, "employ" makes a bit more sense, but identifying point of view in terms of person weakens the expectation for this grade. The same is true for "purpose." It is unclear what is meant by "employ purpose." Finally, the use of "and" requires that students are completing all of the actions in the standard--as such, this is unmeasurable in its current form. A critical omission is the analysis of the cultural experience outside of the United States, and that omission changes the meaning. It might be helpful to think about what this standard would look like in the classroom or on an assessment. A concern about focus is that the CCSS focused squarely on world literature, but the revision focuses on "global" and "diverse" texts. What would constitute a "global" text?</p>
<p>Integration of Knowledge and Ideas</p>		<p>Integration of Knowledge and Ideas</p>	

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.R.7 Analyze how a subject is presented in two or more artistic mediums or formats by determining which details are emphasized, altered, or absent in each account. In literary texts, analyze the representation of a subject or key scene in two different mediums. In informational texts, analyze various accounts of a subject told in different mediums.	2	The removal of examples lessens clarity.
		9-10.R.7a Analyze works by authors or artists who represent diverse global cultures.	7	The revised standard is not in alignment with the anchor standard. It is also unclear to what end students are analyzing these works--what is the expected learning here and what are they analyzing for? Finally, isn't this content covered in reading standard 6?
9-10.RL.8	(Not applicable to literature)	9-10.R.8		It should be made clear this standard is only for informational text.
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.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. In literary texts, analyze how an author draws on source materials to create an original text. In informational texts, analyze seminal documents for how they address related themes and concepts.	2	It is unclear how the first and second sentences are intended to work together.

Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity			
9-10.RL.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.	9-10.R.10	Text complexity standard to be moved to supporting guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
		Responding to Literature			

		9-10.R.11	Interpret, analyze, and evaluate text, aesthetically and ethically by making connections to other text, ideas, cultural perspectives, eras, personal events and situations (e.g., use literary language to respond to a variety of genres)	7	In the addition, the e.g. is confusing and not very clear at explaining what the standard is asking students to do. Having students make connections to other texts is not clearly defined--what kind of connections are students supposed to make? Additionally, having students make connections to personal events and situations is a bit of a low expectation for 9-10th grade students, who will do so naturally. As students will come to school with a host of varied and diverse personal connections, this standard creates an equity issue: Students who can connect to the text will experience an unearned privilege over those who cannot. Finally, it is unclear how this standard could be measured: The inclusion of "and" means that students have to complete all of the actions in the standard, rendering it tough to measure.
		9-10.R.11a	Develop an original perspective based on a self-selected text.	7	It is very unclear what students are expected to do here, and it will be very hard to measure this standard. What would an assessment item look like? It is also unclear how a teacher would teach this. What qualifies as "original?" We need students to make supported perspectives. Finally, though there are anchor standards, 11a and b are not tethered to them.

		9-10.R.11b	Identify and use criteria to classify, select, and evaluate texts to make informed judgments about quality.	7	It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality. Will educators be given guidance here or provided criteria? As written, the expectations for students are very clear, as the verbs in the first part of the standard "Identify and use" do not clearly match up with the verbs in the middle of the standard "classify, select, and evaluate," and there are several pairs that don't make sense in terms of making informed judgements about quality.
Reading Standards for Informational Text		Reading Standards for Informational Text			The notes for this section refer to the parts of the revised standards that speak directly to reading informational text. Additional notes on the revised standards are in the reading literature section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.

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.R.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially; develop factual, interpretive, and evaluative questions for further exploration.	3	The second half of the standard does not align with the second half of the anchor standard. The anchor standard requires students to "cite specific textual evidence when writing or speaking to support conclusions drawn from the text;" and the revised grade level standard focuses on the process of developing questions rather than citing evidence. The revised standard does not align completely to the anchor and may result in confusion for teachers.
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.R.2	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively summarize a complex text.	2	The revised standard increases the number of themes/central ideas a student could determine in a text, making the standard more rigorous. However, the CCSS asks students to analyze the theme or central idea over the course of the text, which explicitly requires that students take into account the whole text from beginning to end. The revised standard omits the phrase "over the course of the text," and may reduce expectations. Based off the new wording, students may only need to look at specific parts of the text and not the text in its entirety to determine the theme or central idea(s).

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.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop the theme. In informational texts, analyze how the author unfolds an analysis, including the sequence, the introduction and development of ideas, and the connections that exist.	2	The revised standard that refers to informational texts is hard to follow.
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.R.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the cumulative impact of specific word choices on meaning and tone/mood. Examine how the language evokes a sense of setting and tone/mood. Examine technical or key terms and how language differs across genres.	3	The revised standard omits the parenthetical and reduces clarity. The last sentence does not seem to fit with the anchor standard, which asks for students to determine the meaning of words and phrases as they are used in a text. That is different from "examining technical or key terms and how language differs across genres." "Technical or key terms" is in the CCSS. What is unclear though is the word, "examine...and how they are different across genres." This is a measurable issue.

<p>9-10.RI.5</p>	<p>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).</p>	<p>9-10.R.5</p> <p>Analyze in detail how an author's ideas or claims are structured and developed. In literary texts, consider how parallel plots, pacing, and flashbacks, etc. create effects. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.</p>	<p>3</p> <p>The addition of "structured" is a good one. However, the directive to "Consider how an author's intent influences particular sections..." is not achievable. How would a reader know the author's intent? That speaks to what the author had inside his/her head at the time of writing. For instance, while I may understand many of the purposes of <i>The Narrative of the Life of Frederick Douglas</i>, I can not possibly know Mr. Douglass's intent. The revised standard is much less measurable and concrete. One can look at what the author is claiming and then see how particular sentences, etc. develop those claims. It is much harder to discern intent. The revised standard is much less measurable and concrete. One can look at what the author is claiming and then see how particular sentences, etc. develop those claims. It is much harder to discern intent.</p>
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<p>9-10.RI.6</p>	<p>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.</p>	<p>9-10.R.6</p> <p>Determine and analyze how authors employ point of view, purpose, rhetorical strategies, and literary elements to shape the content, perspective, and style in a wide range of global and diverse texts.</p>	<p>3</p> <p>The revised standard speaks more to literary texts and ignores informational text. In informational text, it is important to understand how the author's use of rhetoric moves his/her point of view or purpose. This is different from determining (figuring out) and analyzing (pulling apart) rhetorical strategies. It is unclear what "employ point of view" means. Is employ meant to be synonymous with "make use of?" If so, what does that mean in terms of thinking about point of view. Is point of view meant to be synonymous with perspective or is it meant to be thought of in terms of first, second and third? If it is meant to be perspective, "employ" is very confusing. If it is meant to be first, second, or third, "employ" makes a bit more sense, but identifying point of view in terms of person weakens the expectation for this grade. The same is true for "purpose." It is unclear what is meant by "employ purpose." Finally, the use of "and" requires that students are completing all of the actions in the standard--as such, this is unmeasurable in its current form. A critical omission is the analysis of the cultural experience outside of the United States, and that omission changes the meaning. It might be helpful to think about what this standard would look like in the classroom or on an assessment. The revision focuses on "global" and "diverse" texts. What would constitute a "global" text?</p>
<p>Integration of Knowledge and Ideas</p>		<p>Integration of Knowledge and Ideas</p>	

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.R.7 Analyze how a subject is presented in two or more artistic mediums or formats by determining which details are emphasized, altered, or absent in each account. In literary texts, analyze the representation of a subject or key scene in two different mediums. In informational texts, analyze various accounts of a subject told in different mediums.	3	The revised standard omits the parenthetical, reducing clarity. The standard for reading informational text also loses some of the rigor from the CCSS--students are no longer determining which details are emphasized in which account.
		9-10.R.7a A.Analyze works by authors or artists who represent diverse global cultures	7	The revised standard is not in alignment with the anchor standard. It is also unclear to what end students are analyzing these works--what is the expected learning here and what are they analyzing for? This is not clear enough to be measurable. Finally, isn't this content covered in reading standard 6?
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.R.8 Delineate and evaluate the argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient	3	"Key statements" is not synonymous with "reasoning." For instance, in "A Few Good Men," a key statement is the famous line "You can't handle the truth!" How is "key statement" defined? That is unclear. The rewording muddies the standard and loses clarity for evaluating arguments. The loss of reasoning (identifying false statements and fallacious reasoning) poses a rigor problem.

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.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. In literary texts, analyze how an author draws on source materials to create an original text. In informational texts, analyze seminal documents for how they address related themes and concepts.	3	The revised standard omits the purpose of standard 9 at grades 9-10: Analyzing seminal U.S. documents of historical and literary significance. The new standard broadens the expectation widely, and students should leave grades 9-10 without ever reading important American texts with historical and literary significance. This revised standard creates a clear civic issue. What seminal texts are students expected to read in grades 9-10? Is there a definition, a list, or a set of selection criteria?
Range of Reading and Level of Text Complexity		Range of Reading and Level of Text Complexity		
9-10.RI.10	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. 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.R.10 Text complexity standard to be moved to guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
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>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>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>9-10.W.8</p> <p>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore areas of inquiry to formulate an argument.</p> <p>A. Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.</p>	<p>1</p> <p>The addition of "explore areas of inquiry to formulate an argument" is a good one. C-E have been moved to standard 1.</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 relationships among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>9-10.W.9</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. Select and organize complex ideas, concepts, and information on a specific topic. Introduce topic clearly and concisely.</p> <p>B. Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, direct quotations and paraphrased information from content, or other examples appropriate to the audience's knowledge of the topic. Include graphics (e.g., figures / tables), and multimedia when useful to aiding comprehension.</p>	<p>2</p> <p>Students are no longer required to make decisions regarding formatting in their writing. This omission reduces rigor and fails to take into account how important format is to informational texts. Finally, when compared to the demands for narrative writing, informative/explanatory writing is very minimal. There are very uneven demands here, though the majority of writing students will complete once they leave high school will be argumentative or informative in nature.</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 vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>9-10W.10</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 presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.</p> <p>D. Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a resolution that follows from the narrated experiences or events.</p>	<p>1</p>	<p>"Multiple plot lines" has been dropped. E changes the wording from conclusion to resolution, implying that all narratives have a resolution: Do all stories end in resolution?</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.1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. A. Demonstrate awareness of audience; adapt voice and use of language to suit a variety of cultural contexts. B. Use precise language and domain specific vocabulary to express the appropriate complexity of the topic. Where appropriate, use sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. C. Use appropriate and varied transitions to make critical connections and distinctions, create cohesion and clarify relationships among complex ideas and concepts. D. Maintain a formal style and objective tone while attending to the norms and conventions of the discipline as appropriate to the writing task. E. Provide a concluding statement or section that supports the information or explanations presented. (e.g., emphasize the implications or significance of the topic) and where appropriate, reflects on what is experienced, observed, or resolved.	2	The addition of the substandards from the individual genres of writing is a good one. Instead of having the expectations written multiple times, they are written once for teachers and focus specifically on the style and structure of writing and not the content. However, as written, W.1 refers to argument, informative, and narrative writing. Substandards A-E may conflict with the expectations of narrative writing as defined in W.10, where they are spelled out again.
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 11–12.)	9-10.W.2 Develop and strengthen writing as needed by planning, drafting, revising, editing and rewriting based on feedback, with a focus on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards.)	1	This revision includes making revisions based off of feedback--nice revision. However, the revision leaves open to interpretation what language standards should have an instructional focus.

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.4	Use appropriate and available technology to collaborate, produce, publish, and update individual or shared writing products	3	The revision omits the second half of the CCSS and reduces expectations. Additionally, the first part of the standard, "use appropriate and available technology" seems to speak less to students and more to school resources. Suggest editing the first part out. So if technology is not available, then what? This revision allows schools to skip rather than press to get the necessary technology and will exacerbate any technology equity issues that currently exist.
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.5	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. A. Explore topics dealing with diverse and global viewpoints.	3	The revised standard removes an expectation for short and more sustained research projects, which may eliminate the expectation that research is an ongoing part of the ELA class. The standard seems to limit research to only those topics dealing with diverse and global viewpoints. This greatly limits the standard.

<p>9-10.W.8</p>	<p>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.</p>	<p>9-10.W.6</p>	<p>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.</p>	<p>0</p>	<p>There are no changes.</p>
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<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.7</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2</p>	<p>The substandards with examples have been omitted which makes the standard clearer. However, dropping the requirement that students should apply grades 9-10 reading standards leaves it completely open.</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.3	Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.	1	The removal of the parentheticals makes the expectations less clear to educators.
		9-10.W.11	<p>Create literary texts that demonstrate knowledge and understanding of a variety of techniques present in acclaimed works.</p> <p>A. Engage in a range of prewriting experiences to express personal, social, and cultural connections and insights.</p> <p>B. Identify, analyze, and use elements and techniques of various genres of literature.</p> <p>C. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p> <p>D. Create poetry, stories, plays, and other literary forms (e.g., videos, art work).</p>	7	<p>This standard is very unclear. What constitutes "variety of techniques present in acclaimed works?" What is an "acclaimed work?" There is no way to ensure consistency of the application of this standard statewide, and in its current form, this standard will be difficult to measure. There are dozens of literary techniques, from the well known metaphor to the more less known and taught euphony. Teachers will be all over the board and this standard provides no direction. D seems like a catchall for various forms of writing that could be covered under narrative. What is the definition of "Critical and interpretive" for a student in grades 9-10? This seems like an unattainable goal. All four substandards seem to be independent of one another here.</p>
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, 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 relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>9-10.SL.1</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex 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; 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 norms for collegial discussions and decisionmaking, establish clear goals, deadlines, and individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that relate the discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions</p> <p>D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.</p>	<p>1</p>	
<p>9-10.SL.2</p>	<p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>9-10.SL.2</p> <p>Integrate multiple sources of information presented in diverse formats (e.g., visually, quantitatively, orally) evaluating the credibility, accuracy, and relevance of each source.</p>	<p>0</p>	<p>There are no changes.</p>

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.
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 claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to purpose, audience, and task.	1	There are minimal changes.
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 in presentations to enhance understanding of findings, reasoning, and evidence and to add elements of interest to engage the audience.	1	This is a very close match.
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 here 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.	1	This is a close match.
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, 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 and clauses to convey specific meanings and add variety and interest to writing or presentations.</p>	2	<p>The removal of parentheticals reduces clarity for teachers, and may create an equity issue.</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</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</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>	0	<p>There are no changes.</p>
Knowledge of Language		Knowledge of Language			

9-10.L.3	<p>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.</p> <p>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.</p>	9-10.L.3	<p>Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.</p>	1	This is a close match.
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>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<p>9-10.L.4</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, 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) 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 determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>3</p>	<p>The removal of "grade 9-10" leaves wide open the kind of words and phrases students should be determining and clarifying.</p>
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9-10.L.5	<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>	9-10.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	0	There are no changes.
9-10.L.6	<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>	9-10.L.6	<p>Acquire and accurately use 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 applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	0	There are no changes.

English Language Arts Common Core State Standards/Current New York Standards		2016 Draft New York State English Language Arts Learning Standards		Achieve Match Rating	Comments
Code	Standard	Code	Standard		
Reading Standards for Literature		Reading Standards			The notes for this section refer to the parts of the revised standards that speak directly to reading literature. Additional notes on the revised standards are in the reading informational text section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.
Key Ideas and details		Key Ideas and details			

<p>11-12.RL.1</p>	<p>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.</p>	<p>11-12.R.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open to interpretation (e.g. may examine purposeful ambiguity, unreliable narrator, unconventional structure, unresolved conflict, etc.); develop factual, interpretive, and evaluative questions for further exploration.</p>	<p>3</p> <p>The first part of the revised standard focuses on the use of textual evidence, defines the phrase "open to interpretation," and provides an example in order to add clarity to teachers. The second half of the standard, however, does not align with the second half of the anchor standard. The anchor standard requires students to "cite specific textual evidence when writing or speaking to support conclusions drawn from the text;" and the revised grade level standard focuses on the process of developing questions rather than citing evidence. The revised standard does not align completely to the anchor and may result in confusion for teachers. Inferences are open too until solid evidence is provided--the original wording is so much clearer--it refers to elements of a text that are deliberately uncertain.</p>
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<p>11-12.RL.2</p>	<p>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.</p>	<p>11-12.R.2</p> <p>Determine two or more themes or central/main ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively summarize a complex text.</p>	<p>3</p> <p>The revised standard uses the familiar language of main idea in connection with central idea, which may add clarity for teachers used to more familiar language. However, this may pose a challenge for assessment writers, who will either use the term "central idea" or "main idea," and students who are familiar with the term will understand the item; or, items may use both terms, which may be unnecessarily cumbersome in an assessment item. The first part of the standard also changes the expectation from "including how they interact and build on one another" to "including how they emerge and are shaped and refined by specific details." This revision changes the intent: In the CCSS, students have moved beyond how the theme/CIs have emerged, and are thinking about the interplay between multiple themes/central ideas. In the revised standard, the expectation is for students to think about the situation(s) that call for the theme/CI to come into being and then the details that create the theme/CI. This seems like a less rigorous expectation.</p>
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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.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze the impact of author's choices. In informational texts, 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 a text.	3 The revised standard omits the parenthetical, and loses some clarity as a result. The revised standard seems incomplete: "In literary texts, analyze the impact of the author's choices." What are students analyzing the impact of the author's choices about? The standard is intended to focus on the development of individuals, events, and ideas; however, as written, students could be asked to analyze any of the authors choices, even those that extend beyond the barriers of the anchor standard (e.g., structure, pacing, vocabulary, syntax). This revision omits important details about what students are analyzing. Notes about informational text are below, in the section for the CCSS expectation for reading informational text.
Craft and Structure		Craft and Structure	

<p>11-12.RL.4</p>	<p>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.)</p>	<p>11-12.R.4</p>	<p>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/mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.</p>	<p>2</p>	<p>The revised standard directs students to "analyze the impact of specific word choices on meaning and tone or mood. Are tone and mood treated synonymously here? If so, an accompanying glossary will be necessary to reduce confusion. The standard omits an expectation for students to analyze language that is particularly fresh, engaging, or beautiful, which is how the expectation builds on rigor at the end of high school. As written with the revision, this standard fits the expectation of 8th grade in the current CCSS. Feedback on the standard connected with reading informational text is in the section for reading informational text. Finally, though the standard is rated "2," it is worth noting that text complexity matters here: Without clear and rigorous requirements for text appropriate to the grade, there may be no progression in vocabulary, language, or demands.</p>
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<p>11-12.RL.5</p>	<p>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.</p>	<p>11-12.R.5</p> <p>Analyze and evaluate how the author's choices concerning structure impact overall meaning and clarity. In literary texts, analyze how structure (e.g., where to begin or end a story or provide a comedic or tragic resolution) impacts aesthetics. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</p>	<p>3</p> <p>It is unclear how the first sentence is to impact the literary text standard. This is an issue throughout these standards. The first sentence requires students to evaluate the impact on meaning and clarity but the literary text standard requires student to only focus on aesthetics. Which is it? The revised standard adds "evaluate" as an expectation for students. The addition of "impact overall meaning and clarity" is a good one, because structure can impact meaning and clarity and that was not directly addressed in the CCSS. The e.g. may need internal punctuation for clarity: "where to begin or end a story; provide comedic or tragic resolution" The succession of three "ors" is a bit confusing to read.</p>
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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.R.6 Determine and analyze how authors employ point of view, purpose, rhetorical strategies and literary elements to shape explicit and implicit messages regarding content, perspective, and style in a wide range of global and diverse texts. (e.g., examine persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	3 The revised standard is very long to read and unpack, and is thus unclear in places. It is unclear what "employ point of view" means. Is employ meant to be synonymous with "make use of?" If so, what does that mean in terms of thinking about point of view. Is point of view meant to be synonymous with perspective or is it meant to be thought of in terms of first, second and third? If it is meant to be perspective, "employ" is very confusing. If it is meant to be first, second, or third, "employ" makes a bit more sense, but identifying point of view in terms of person weakens the expectation for this grade. The same is true for "purpose." It is unclear what is meant by "employ purpose." It is also unclear what the e.g. refers to: It is placed directly after texts, but it is related to another part of the standard, however it is unclear which. Finally, the use of "and" requires that students are completing all of the actions in the standard--as such, this is unmeasurable. This is broad and includes a lot of requirements. It is critical that students are able to discern satire, irony, and sarcasm, so the wording isn't about explicit v. implicit but the difference between what is directly stated v. what is really meant.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	

<p>11-12.RL.7</p>	<p>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.)</p>	<p>11-12.R.7</p> <p>Integrate and evaluate content presented in diverse media and formats. In literary texts, analyze multiple adaptations of a source text as presented in different mediums, specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic in order to address a question, or solve a problem</p>	<p>1</p> <p>It is unclear what is meant by "integrate content." What specifically are students expected to do? "Evaluate content" raises expectations from "analyze," and is a good change. The removal of the examples may result in confusion because, as written, students would have to "analyze multiple adaptations...presented in different mediums." Does that mean that students are expected of analyze a live, recorded version and a movie version and compare it to the original source, or that students are expected to analyze multiple versions of live, recorded versions and multiple movie versions of source text? The language is not clear here.</p>
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		11-12.R.7a	Analyze multiple interpretations of full-length works by authors who represent diverse global cultures.	7	The expectation for students is unclear here. What exactly are students analyzing? Are they analyzing multiple versions of a commonly known story (e.g., Cinderella) from authors of diverse cultures? Or, are they analyzing multiple interpretations of a full length work of an author who represents "diverse global cultures" (e.g., multiple interpretations of Chinue Achibe's <u>Things Fall Apart</u>)? If it is the former, the standard is unclear. If it is the latter, teachers may have difficulty finding examples of multiple interpretations of a work from a diverse global culture. If it is neither, the standard is unclear. Finally, as an "a," is this meant to address literary or informational text?
11-12.RL.8	(Not applicable to literature)	11-12.R.8	Delineate and evaluate the application of guiding principles and use of legal reasoning in works of public advocacy and in official documents by assessing the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.		It should be made clear that this standard is intended for informational text only.

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.R.9 Demonstrate an understanding and ability to analyze foundational U.S. and global texts, emphasizing those of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics	3 With the combined literature and informational text standards, the genre expectation is not clear. Could all of the texts be informational? Could they be all literature? Students are asked to demonstrate "an understanding and ability," which will be difficult, if not impossible to measure. Though understanding reflects a high level of cognition, how does one truly demonstrate "understanding?" How are "foundational global texts" defined? Foundational U.S. texts are texts from the founding period of the U.S.; the standard needs to be reworded for clarity. As written, "foundational" can be read as a modifier for both U.S. and global or only as a modifier for U.S. It is unclear whom the phrase "emphasizing those..." refers to--are students emphasizing, or are teachers expected to emphasize their selection of texts on those of historical and literary significance? If it is the former, the standard doesn't make sense; if it is the latter, the standard moves from student expectations to teacher actions/expectations and should be revised.
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>	11-12.R.10	Text complexity standard to be moved to guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.
			Responding to Literature		

		11-12.R.11	Interpret, analyze, and evaluate texts, aesthetically, ethically, and philosophically by making connections to other texts, ideas, cultural perspectives, eras, personal events and situations. (e.g., use literary language to respond to a variety of genres.)	7	Overall, this standard is a good addition to the reading standards. However, the e.g. is confusing and not very clear at explaining what the standard is asking students to do. Having students make connections to other texts, is a very strong addition. But what kind of connections? However, having students make connections to personal events and situations is a bit of a low expectation for 11-12th grade students, who will do so naturally. Finally, this standard builds in an equity issue: Students who have had experiences which allow them to make personal connections to text, will; students who have not had experiences which allow them to make personal connections to text, will not. As written, this standard is not measurable.
		11-12.R.11a	Develop an original perspective based on a self-selected text.	7	It is very unclear what students are expected to do here, and it will be very hard to measure this standard. What would an assessment item look like? Additionally, isn't this what all readers do when they read? It is also unclear how a teacher would teach this. What qualifies as "original?" We need students to make supported perspectives.

		11-12.R.11b	Identify and use criteria to classify, select, and evaluate texts to make informed judgments about quality.	7	It is unclear how one would use criteria to select texts that allow one to make informed judgements about quality. It is also unclear what quality means in terms of texts--text quality is pretty subjective. How would this be measured or taught? Additionally, it is unclear how one would use criteria to classify texts to make informed judgements about quality. As written, the expectations for students are very clear, as the verbs in the first part of the standard "Identify and use" do not clearly match up with the verbs in the middle of the standard "classify, select, and evaluate," and there are several pairs that don't make sense in terms of making informed judgements about quality.
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<p>Reading Standards for Informational Text</p>	<p>Reading Standards for Informational Text</p>	<p>The notes for this section refer to the parts of the revised standards that speak directly to reading informational text. Additional notes on the revised standards are in the reading literature section. The content of the reading standards is inconsistently organized: Sometimes the revised reading standard begins with expectations in literature; other times it begins with expectations for informational text. Sometimes the expectations for different types of text are not identified. As such, the suite of reading standards is consistently unclear.</p>
<p>Key Ideas and details</p>	<p>Key Ideas and details</p>	

<p>11-12.RI.1</p>	<p>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.</p>	<p>11-12.R.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly and inferentially, including determining where the text is open to interpretation (e.g. may examine purposeful ambiguity, unreliable narrator, unconventional structure, unresolved conflict, etc.); develop factual, interpretive, and evaluative questions for further exploration.</p>	<p>3</p> <p>The first part of the revised standard focuses on the use of textual evidence, defines the phrase "open to interpretation," and provides an example in order to add clarity to teachers. The second half of the standard, however, does not align with the second half of the anchor standard. The anchor standard requires students to "cite specific textual evidence when writing or speaking to support conclusions drawn from the text;" and the revised grade-level standard focuses on the process of developing questions rather than citing evidence. The revised standard does not align completely to the anchor and may result in confusion for teachers. Inferences are open too until solid evidence is provided--the original wording is so much clearer--it refers to elements of a text that are deliberately uncertain.</p>
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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.R.2 Determine two or more themes or central/main ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively summarize a complex text	3 The revised standard uses the familiar language of main idea in connection with central idea, which may add clarity for teachers used to more familiar language. This standard uses the term "central/main idea," some other grades only use central idea, some use main idea, and some use both. The first part of the standard also changes the expectation from "including how they interact and build on one another" to "including how they emerge and are shaped and refined by specific details." This revision changes the intent: In the CCSS, students have moved beyond how the theme/CIs have emerged, and are thinking about the interplay between multiple themes/CI. In the revised standard, the expectation is for students to think about the situation(s) that call for the theme/CI to come into being and then the details that create the theme/CI. This seems like a less rigorous 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.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze the impact of author's choices. In informational texts, 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 a text.	0	With respect to the reading informational parts of the standard, there are no changes.
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.R.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/mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	1	The reading informational text expectations are similar to the CCSS, with the exception of the missing example, which provides clarity to teachers.

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.R.5 Analyze and evaluate how the author's choices concerning structure impact overall meaning and clarity. In literary texts, analyze how structure (e.g., where to begin or end a story or provide a comedic or tragic resolution) impacts aesthetics. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.	1	The revision states clearly how students should analyze and evaluate the effect structure has on very specific parts of informational text. For clarity, the revision should say, "in terms of its clarity, ...techniques..."
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.R.6 Determine and analyze how authors employ point of view, purpose, rhetorical strategies and literary elements to shape explicit and implicit messages regarding content, perspective, and style in a wide range of global and diverse texts. (e.g., examine persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	3	In the revision, students may no longer read specific texts to determine the effectiveness for rhetoric, instead examining any texts for their rhetorical strategies, which is a lowered expectation. In addition, what is "a wide range of diverse texts?" Is this only to apply to global texts? Do you have a definition of what texts qualify as global?
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.R.7 Integrate and evaluate content presented in diverse media and formats. In literary texts, analyze multiple adaptations of a source text as presented in different mediums, specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic in order to address a question, or solve a problem.	3	The omitted example reduces clarity for educators. There should not be a comma between question and or. As written, the informational text standard can be met with two print sources rather than diverse sources.
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.R.8 Delineate and evaluate the application of guiding principles and use of legal reasoning in works of public advocacy and in official documents by assessing the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.	3	What is meant by "guiding principles?" Guiding principles of what? Previously, students were expected to evaluate the reasoning found in seminal U.S. texts including the application of constitutional principles; the new standard seems to reduce expectations by removing the word "including."

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.R.9	Demonstrate an understanding and ability to analyze foundational U.S. and global texts, emphasizing those of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics	3	The removal of the examples takes away part of the intent of the standard, to have students analyze specific foundational texts of the U.S., so students understand what their rights and responsibilities are. As it stands, different students will have access to different texts. Additionally, what is the action behind "demonstrate an understanding?" As written, this standard will be difficult to measure. Why not just "analyze?"
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) 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.R.10	Text complexity standard to be moved to guidance.	4	Text complexity is one of the singular components that are available to ensure students are prepared for college and the workforce. Removing this standard lowers expectations and creates serious equity and assessment issues. Standards cannot be considered college- and career-ready without clear complexity requirements.

College and Career Readiness Anchor Standards for Writing		College and Career Readiness Anchor Standards for Writing			
Text Types and Purposes		Text Types and Purposes			
11-12.W.1	<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 relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	11-12.W.8	<p>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Explore areas of inquiry to formulate an argument.</p> <p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaims, and organize logically sequential claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.</p>	2	<p>The addition of "explore areas of inquiry to formulate an argument" is a good one. The addition of the substandards from the individual genres of writing is also a good revision. Instead of having the expectations written multiple times, they are written once for teachers and focus specifically on the style and structure of writing and not the content. However, as written, W.1 refers to argument, informative, and narrative writing. Substandards A-E may conflict with the expectations of narrative writing as defined in W.10, where they are spelled out again.</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; 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 relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>11-12.W.9</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. Select and organize complex ideas, concepts, and information on a specific topic. Introduce topic in a clear, concise and compelling manner.</p>	<p>3</p> <p>The standard has been reduced significantly. Students are no longer expected to introduce a topic, or organize their ideas so that each new element builds on preceding elements to create a unified whole; include formatting, graphics, and multimedia; develop the topic thoroughly by selecting the most significant and relevant facts, definitions, details, quotations, or other examples appropriate to the audience's knowledge of the topic; or establish and maintain a formal style and objective tone. As written, this standard is more aligned with the expectations for grade 2. Some of this is covered by the standard below, but a real problem is that the revision drops selecting the most significant and relevant facts, definitions, details, quotations, or other examples appropriate to the audience's knowledge of the topic. Why is narrative writing so detailed? This highlights really uneven demands for writing.</p>
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<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, 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 language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>11-12W.10</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 presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, 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, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a resolution that follows from the narrated experiences or events.</p>	<p>1</p>	<p>The revised standard moves "create a smooth progression of experiences or events" to substandard c; the revision is very similar to the CCSS.</p>
<p>Production and Distribution of Writing</p>	<p>Production and Distribution of Writing</p>			

<p>11-12.W.4</p>	<p>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.</p>	<p>11-12.W.1</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>A. Demonstrate awareness of audience; adapt voice and use of language to suit a variety of cultural contexts.</p> <p>B. Use precise language, domain specific vocabulary, and literary techniques to express the appropriate complexity of the topic. Where appropriate, use sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>C. Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion and clarify relationships among complex ideas and concepts.</p> <p>D. Maintain a formal style and objective tone while attending to the norms and conventions of the discipline as appropriate to the writing task.</p> <p>E. Provide a concluding statement or section that supports the information or explanations presented, and that may address the impact of the discussion on a larger scale (e.g., community, cultural, national, global, etc.), and where appropriate, reflects on what is experienced, observed, or resolved.</p>	<p>1</p>	<p>The addition of the substandards from the individual genres of writing is a good one. Instead of having the expectations written multiple times, they are written once for teachers and focus specifically on the style and structure of writing and not the content.</p>
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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.2	Develop and strengthen writing as needed by planning, drafting, revising, editing and rewriting based on feedback, with a focus on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards.)	1	This revision includes making revisions based off of feedback--nice revision. However, the revision leaves open what language standards should be the instructional focus.
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.4	Use appropriate and available technology to collaborate, produce, publish, and update individual or shared writing products, including new arguments or information.	2	The addition of "to collaborate" is a good one. The first part of the standard, however, "use appropriate and available technology" seems to speak less to students and more to school resources. One suggestion is to edit the first part out. So if technology is not available, then what? It allows schools to skip rather than press to get the necessary technology. Additionally, the expectation of "available" technology is not in the lower grades.
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.5 Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. A. Explore topics dealing with diverse and global viewpoints.	3	The revised standard removes an expectation for short and more sustained research projects, which may eliminate the expectation that research is an ongoing part of the ELA class. Research seems to limit research to only those topics dealing with diverse and global viewpoints. This greatly limits the 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.6 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.

11-12.W.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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]").</p>	11-12.W.7	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	3	<p>The substandards with examples have been omitted, which, when combined with the removal of reading standard 10, may lower expectations for students. It is also vague as it drops the requirement that students should apply grades 11-12 reading standards. This leaves it completely open.</p>
Range of Writing		Range of Writing			
11-12.W.10	<p>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.</p>	11-12.W.3	<p>Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.</p>	1	<p>The revision is very similar to the CCSS.</p>

		<p>11-12.W.11 Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work. A. Engage in using a wide range of prewriting strategies to express personal, social and cultural connections and insights. B. Identify, analyze, and use elements and techniques of various genres of literature (e.g. allegory, stream of consciousness, irony, and ambiguity) to affect meaning.</p>	<p>7 What are students demonstrating knowledge of? That is unclear. What would constitute a "sophisticated understanding of the connections between life and the literary work" It is very unclear what this standard is asking students to do. What aspects of "life" are students demonstrating an understanding of (e.g., political, social, economic, cultural, philosophical?) Is any reading expected to accompany this writing expectation? That is not clear. Students are using prewriting strategies to express insights? That does not seem to fit the purpose of many prewriting strategies, which are generally used to generate ideas so that the author can determine what his/her insights are. Additionally, how will this standard be measured?</p>
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Speaking and Listening Standards		Speaking and Listening Standards			
Comprehension and Collaboration		Comprehension and Collaboration			
11-12.SL.1	<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 and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	11-12.SL.1	<p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex 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; 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, establish clear goals, deadlines, and individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote diverse and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>E. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from diverse backgrounds.</p>	2	<p>The expectation for students to speak and listen "on grades 11-12 texts and topics" has been omitted from the standard, creating a potential equity issue and vertical alignment issue. Part b needs a semicolon for readability.</p>

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 formats (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1	This is a very close match.
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. (No change)	0	There are no changes.
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 claims, findings, and supporting evidence, conveying a clear and distinct perspective; 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.	2	"Such that listeners can follow the line of reasoning" has been omitted, and with it, an expectation for students to check their reasoning. It is suggested that this be reinserted.

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 and to add elements of interest to engage the audience.	1	This is a very close match and the removal of parentheses does not seriously impact the standard.
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.	2	This is a very close match, but the removal of parentheses leaves open what level of formal English students are expected to exhibit.

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 (e.g., Merriam Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	0	There are no changes.
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. Spell correctly.	0	There are no changes.
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 (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	0	There are no changes.
Vocabulary Acquisition and Use		Vocabulary Acquisition and Use		

<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 (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 word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</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 (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 word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>0</p>	<p>There are no changes.</p>
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11-12.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>11-12.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., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>	0	There are no changes.
11-12.L.6	<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>11-12.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>	0	There are no changes.