

Detailed Proposed Revisions PK-12  
Massachusetts Curriculum Framework for English Language Arts/Literacy  
For Discussion with the Board of Elementary and Secondary Education, October 24, 2016

## PK–12 Anchor Standard

Grades	2011 Standard	Proposed 2016 Standard	Rationale for Change
PK–12	<b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<b>Reading Standard 7</b> Integrate and evaluate content presented in diverse media and formats <del>including visually and quantitatively, as well as in words.</del>	The edit is for brevity and clarity: words and numbers can be presented visually.
PK–12	<b>Reading Standard MA.8.A</b> Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
PK–12	<b>Reading Standard 10</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Reading Standard 10</b> <del>Independently and proficiently</del> read and comprehend complex literary and informational texts.	The edit is for clarity and alignment with edited grade-level versions of the anchor standard (see tables below).
PK–12	<b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>Writing Standard 3</b> Write narratives to develop <del>real or imagined</del> experiences or events using effective <del>literary</del> techniques, well-chosen details, and well-structured <del>event</del> sequences.	The edit incorporates expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on event sequences in this context was edited throughout the framework to add flexibility: not all narrative writing must relate a set of discrete events.
PK–12	<b>Writing Standard MA.3.A</b> Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
PK–12	<b>Writing Standard 6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>Writing Standard 6</b> Use technology <del>including the Internet</del> to produce and publish writing and to interact and collaborate with others.	Grade-level versions of the standard (see tables below) have been edited for specificity and to keep the document up to date as technology evolves. Here the edit is for brevity.
PK–12	<b>Writing Standard 7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>Writing Standard 7</b> Conduct <del>short as well as more sustained</del> research <del>projects</del> based on focused questions, demonstrating understanding of the subject under investigation.	“Projects” and references to time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-

			alone assignments.
PK–12	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, <b>interpretation</b> , reflection, and research.	The edit is for flexibility and consistency with the edited version of Reading standard 1.
PK–12	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <b>in a variety of genres</b> 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.	The edit incorporates the reference to genre from Writing standard MA.3.A, which has been deleted from the current draft framework.
PK–12	<b>Speaking and Listening Standard 2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Speaking and Listening Standard 2</b> Integrate and evaluate information presented in diverse media and formats <b>including visually, quantitatively, and orally</b> .	The 2011 wording risks confusion: “visually, quantitatively, and orally” are not mutually exclusive categories.
PK–12	<b>Speaking and Listening Standard 4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<b>Speaking and Listening Standard 4</b> Present information, findings, and supporting evidence such that <ul style="list-style-type: none"> <li>• listeners can follow the line of reasoning and</li> <li>• the organization, development, <b>vocabulary</b>, and style are appropriate to task, purpose, and audience.</li> </ul>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards; the edited Speaking and Listening standard makes the connection explicit. Bullet points are for clarity.
PK–12	<b>Language Standard 6</b> Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.	<b>Language Standard 6</b> Acquire and use accurately <b>and expressively</b> a range of 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 <b>when encountering an unknown term important to comprehension or expression</b> .	The edit is for clarity and brevity.

## Pre-Kindergarten

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
PK	<b>Reading Literature Standard 1</b> With prompting and support, ask and answer questions about a story or poem read aloud.	<b>Reading Literature Standard 1</b> <del>With prompting and support,</del> Ask and answer questions about a story or poem read aloud.	“With prompting and support” was removed from standards throughout the framework for clarity and brevity. “Prompting and support” happens routinely in classroom settings and does not need to be a qualifying phrase in standards.
PK	<b>Reading Literature Standard 4</b> With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	<b>Reading Literature Standard 4</b> <del>With prompting and support,</del> Ask and answer questions about unfamiliar words in a story or poem read aloud. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts. (Regarding “With prompting and support,” see the rationale for Reading Literature standard 1 above.)
PK	<b>Reading Literature Standard 5</b> (Begins in kindergarten or when the individual child is ready)	<b>Reading Literature Standard 5</b> Show awareness of the rhythmic structure of a poem or song by clapping or movement.	The revision incorporates the literary concepts of rhythm, poem, and song from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. The focus on structure is consistent with the relevant anchor standard.
PK	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (Begins in grade 1)	The 2011 wording implies that literature never presents an argument. (See the grade 1 table below for further details on this standard.)
PK	<b>Reading Literature Standard MA.8.A</b> Respond with movement or clapping to a regular beat in poetry or song.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
PK	<b>Reading Foundational Skills Standard 1</b> With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	<b>Reading Foundational Skills Standard 1</b> <del>With guidance and support,</del> Demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.	“With guidance and support” was removed from standards throughout the framework for clarity and brevity. “Guidance and support” happens routinely in classroom settings and does not need to be a qualifying phrase in standards.
PK	<b>Writing Standard 2</b> Use a combination of dictating and drawing to explain information about a topic.	<b>Writing Standard 2</b> Use a combination of dictating and drawing to supply information about a topic.	The edit avoids possible confusion and redundancy and makes the standard’s wording consistent from pre-kindergarten to kindergarten.
PK	<b>Writing Standard 3</b> Use a combination of dictating and drawing to tell a real or imagined story.	<b>Writing Standard 3</b> Use a combination of dictating and drawing to tell a <del>real or imagined</del> story.	“Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the

			author's reality.
PK	<b>Writing Standard MA.3.A</b> (Begins in kindergarten)	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
PK	<b>Writing Standard 4</b> (Begins in grade 3)	<b>Writing Standard 4</b> (Begins in <b>grade 1</b> )	The standard is appropriate for first grade and begins there in the current draft framework. (See the grade 1 table below for further details.)
PK	<b>Writing Standard 10</b> (Begins in grade 3)	<b>Writing Standard 10</b> (Begins in <b>kindergarten or when the individual child is ready</b> )	The standard is appropriate for kindergarten and begins there in the current draft framework. (See the kindergarten table below for further details.)
PK	<b>Speaking and Listening Standard 4</b> Describe personal experiences; tell real or imagined stories.	<b>Speaking and Listening Standard 4</b> Describe personal experiences; tell <del>real or imagined</del> stories.	"Real or imagined" in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the speaker's reality.
PK	<b>Language Standard 1</b> Demonstrate use of oral language in informal everyday activities. a. (Begins in kindergarten) b. Use frequently occurring nouns and verbs. c. Form regular plural nouns. d. Understand and use question words (e.g., <i>who, what, where, when, why, how</i> ). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). f. Demonstrate the ability to speak in complete sentences. g. Use vocabulary in the <i>Massachusetts Curriculum Framework for Mathematics</i> pre-kindergarten standards to express concepts related to <i>length, area, weight, capacity, and volume</i> .	<b>Language Standard 1</b> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> <b><i>Sentence Structure and Meaning</i></b> a. <b>Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions.</b>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheading <i>Sentence Structure and Meaning</i> appears across grade levels in the current draft framework.
PK	<b>Language Standard 4b</b> (Begins in kindergarten)	<b>Language Standard 4b</b> [Deleted at PK level]	Language standard 4b has been deleted from kindergarten in the draft framework. (See the kindergarten table below for more details.)

## Kindergarten

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
K	<b>Reading Literature Standard 1</b> With prompting and support, ask and answer questions about key details in a text.	<b>Reading Literature Standard 1</b> <del>With prompting and support,</del> Ask and answer questions about key details in a text.	“With prompting and support” was removed from standards throughout the framework for clarity and brevity. “Prompting and support” happens routinely in classroom settings and does not need to be a qualifying phrase in standards.
K	<b>Reading Literature Standard 4</b> Ask and answer questions about unknown words in a text.	<b>Reading Literature Standard 4</b> Ask and answer questions about unknown words in a text. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
K	<b>Reading Literature Standard 5</b> Recognize common types of texts (e.g., storybooks, poems).	<b>Reading Literature Standard 5</b> Recognize common types of texts and characteristics of their structure (e.g., story elements in storybooks; rhyme, rhythm, and repetition in poems).	The edit incorporates the literary concepts of rhyme and repetition from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. The focus on structure is consistent with the relevant anchor standard.
K	<b>Reading Literature Standard 6</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Reading Literature Standard 6</b> <del>With prompting and support,</del> Explain how to find out who created a book by reading its cover or title page; name the author and illustrator of a book and define the role of each in telling the story.	The edit is for clarity and alignment with kindergarten Reading Informational Text standards 5 and 6. (Regarding “With prompting and support,” see the rationale for Reading Literature standard 1 above.)
K	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (Begins in grade 1)	The 2011 wording implies that literature never presents an argument. (See the grade 1 table below for further details on this standard.)
K	<b>Reading Literature Standard MA.8.A</b> Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
K	<b>Reading Foundational Skills Standard 4</b> Read emergent-reader texts with purpose and understanding.	<b>Reading Foundational Skills Standard 4</b> Read early-emergent-reader texts with purpose and understanding.	The edited standard is more precise and developmentally appropriate.
K	<b>Writing Standard MA.3.A</b> With prompting and support, write or dictate poems with rhyme and repetition.	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
K	<b>Writing Standard 4</b> (Begins in grade 3)	<b>Writing Standard 4</b> (Begins in grade 1)	The standard is appropriate for grade 1 and begins there in the current draft framework. (See the grade

			1 table below for further details.)
<b>K</b>	<b>Writing Standard 5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<b>Writing Standard 5</b> <del>With guidance and support from adults,</del> Respond to questions and suggestions from peers and add details to strengthen writing as needed. a. (Begins in grade 3) b. Demonstrate the ability to use vocabulary appropriate for kindergarten. (See Language standards 4–6 for kindergarten.)	“With guidance and support from adults” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit. (For more on subpoint (a), see the table for grade 3 below.)
<b>K</b>	<b>Writing Standard 7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>Writing Standard 7</b> Participate in shared research and writing <del>projects</del> (e.g., explore a number of books by a favorite author and express opinions about them).	“Projects” was removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
<b>K</b>	<b>Writing Standard 10</b> (Begins in grade 3)	<b>Writing Standard 10</b> Write or dictate writing routinely in a variety of genres (e.g., poems, stories, lists) for a range of tasks, purposes, and audiences.	The routine and varied production of writing is appropriate for kindergarten. The revision also incorporates the reference to poetry from Writing standard MA.3.A, which has been deleted from the current draft framework.
<b>K</b>	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ). f. Produce and expand complete sentences in shared language activities.	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <del>retain and further develop language skills learned previously.</del> <i>Sentence Structure and Meaning</i> a. Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions. b. Form questions that seek additional information, rather than a simple <i>yes/no</i> answer. <i>Word Usage</i> c. Form regular plural nouns orally by adding /s/ or /es/.	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework.
<b>K</b>	<b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the	<b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Print upper- and lowercase letters.	The red text is not new to the framework; it has been relocated from Language standard 1, which concerns matters of grammar and usage applicable to both writing and speaking, to Language standard 2, which focuses on writing.

	<p>pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>b. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	
<b>K</b>	<p><b>Language Standard 4b</b></p> <p>Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p><b>Language Standard 4b</b></p> <p>[Deleted at K level]</p>	<p>Inflections and affixes appear in grade 1 and are better introduced then; they are not appropriate for kindergarten.</p>
<b>K</b>	<p><b>Language Standard 6</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Language Standard 6</b></p> <p>Use words and phrases acquired through conversations, <b>activities in the kindergarten curriculum</b>, reading and being read to, and responding to texts.</p> <p>a. <b>Understand and use literary terms to talk about texts (e.g., <i>author, book, character, illustration, illustrator, poem, rhyme, rhythm, setting, story, title, writer</i>).</b></p>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline.</p>



## Grade 1

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
1	<b>Reading Literature Standard 4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Reading Literature Standard 4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
1	<b>Reading Literature Standard 5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Reading Literature Standard 5</b> Identify characteristic structures of common types of stories, including folktales and fairy tales.	The revision incorporates the literary genres of folktales and fairy tales from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. The focus on structure is consistent with the relevant anchor standard. Expectations for range of reading appear in Reading standard 10, and expectations for informational text appear in the Reading Informational Text strand.
1	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (In literature, argument may be present but embedded in a theme or central idea; see RL.2.)	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
1	<b>Reading Literature Standard MA.8.A</b> Identify characteristics commonly shared by folktales and fairy tales.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
1	<b>Reading Literature Standard 10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>Reading Literature Standard 10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 1 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	“With prompting and support” was removed from standards throughout the framework for clarity and brevity. “Prompting and support” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
1	<b>Reading Informational Text Standard 10</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>Reading Informational Text Standard 10</b> Independently and proficiently read and comprehend informational texts exhibiting complexity appropriate for grade 1 or higher. (See	This standard was revised throughout the framework to clarify expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.

		pages __ for more on qualitative and quantitative dimensions of text complexity.)	
1	<b>Writing Standard MA.3.A</b> Write poems with rhyme and repetition.	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
1	<b>Writing Standard 4</b> (Begins in grade 3)	<b>Writing Standard 4</b> Produce 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.)	The standard is appropriate for grade 1 and begins there in the current draft framework.
1	<b>Writing Standard 5</b> 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.	<b>Writing Standard 5</b> <del>With guidance and support from adults,</del> Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. (Begins in grade 3) b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 1).	“With guidance and support from adults” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit. (For more on subpoint (a), see the table for grade 3 below.)
1	<b>Writing Standard 7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>Writing Standard 7</b> Participate in shared research and writing <del>projects</del> (e.g., explore a number of books by a favorite author and express opinions about them).	“Projects” was removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
1	<b>Writing Standard 10</b> (Begins in grade 3)	<b>Writing Standard 10</b> Write routinely in a variety of genres (e.g., poems, stories, lists) for a range of tasks, purposes, and audiences.	The routine and varied production of writing is appropriate for grade 1. The revision also incorporates the reference to writing poetry from Writing standard MA.3.A, which has been deleted from the current draft framework.
1	<b>Speaking and Listening Standard 4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>Speaking and Listening Standard 4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly and using appropriate vocabulary. (See grade 1 Language standards 4–6 for specific expectations regarding vocabulary.)	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit.
1	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <del>retain and further develop language skills</del>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English

	<ul style="list-style-type: none"> <li>a. Print all upper- and lowercase letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., articles, demonstratives).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p><b>learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b></p> <p><b><i>Sentence Structure and Meaning</i></b></p> <ul style="list-style-type: none"> <li>a. Produce and expand simple and compound sentences.</li> <li>b. Demonstrate understanding that a question is a type of sentence.</li> <li>c. Use singular and plural nouns with matching verbs in sentences.</li> <li>d. Use verbs in sentences to convey a sense of past, present, and future.</li> </ul> <p><b><i>Word Usage</i></b></p> <ul style="list-style-type: none"> <li>e. Use common, proper, and possessive nouns.</li> <li>f. Use personal, possessive, and indefinite pronouns.</li> <li>g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles.</li> </ul>	<p>conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework.</p>
<b>1</b>	<p><b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p><b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. <b>Print legibly all upper- and lowercase letters.</b></li> <li>b. Use end punctuation for sentences.</li> <li>c. Capitalize <b>the names of months</b> and names of people.</li> <li>d. Use commas in dates and to separate <b>individual</b> words in a series.</li> <li>e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p>Subpoint (a) is not new to the framework; it has been relocated from Language standard 1, which concerns matters of grammar and usage applicable to both writing and speaking, to Language standard 2, which focuses on writing. Other minor edits are for clarity.</p>
<b>1</b>	<p><b>Language Standard 5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>Language Standard 5</b> <del>With guidance and support from adults,</del> Explore word relationships and nuances in word meanings.</p>	<p>The edit is consistent with the kindergarten version of the standard and developmentally appropriate for grade 1.</p>
<b>1</b>	<p><b>Language Standard 6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently</p>	<p><b>Language Standard 6</b> Use words and phrases acquired through conversations, <b>activities in the grade 1 curriculum,</b> reading and being read to, and responding to texts,</p>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages</p>

	<p>occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). (See <b>Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.</b>)</p> <p>a. Understand and use literary terms to talk and write about texts (e.g., terms learned in previous grades, <i>fairy tale, folktale, fiction, heading, informational text, nonfiction, poetry, table of contents, topic</i>).</p>	<p>their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>
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## Grade 2

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
2	<b>Reading Literature Standard 4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>Reading Literature Standard 4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
2	<b>Reading Literature Standard 6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>Reading Literature Standard 6</b> Explain what dialogue is and how it can reveal characters' thoughts and perspectives.	The edit combines the expectations for dialogue in the 2011 standard with those from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. The edited wording also allows more flexibility in how students demonstrate mastery of the standard.
2	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (In literature, argument may be present but embedded in a theme or central idea; see RL.2.)	Reading standard 8 concerns understanding a writer's argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
2	<b>Reading Literature Standard MA.8.A</b> Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
2	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 2 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
2	<b>Reading Informational Text Standard 3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Reading Informational Text Standard 3</b> Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical	References to mathematics were added throughout the framework wherever other subject areas were already mentioned in order to support newly added guidance on literacy in the current draft of the

		procedures in a text.	mathematics framework.
2	<b>Reading Informational Text Standard 10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Reading Informational Text Standard 10</b> <b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for grade 2 or higher.</b> (See pages __ for more on <b>qualitative and quantitative dimensions of text complexity.</b> )	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft. (Regarding scaffolding, see the rationale for Reading Literature standard 10 above. Regarding mathematical texts, see the rationale for Reading Informational Text standard 3 above.)
2	<b>Writing Standard 3</b> 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.	<b>Writing Standard 3</b> Write narratives <b>that</b> recount a well-elaborated event or short sequence of events; include details <b>and dialogue to show</b> actions, thoughts, and feelings; use temporal words to signal <b>event</b> order; and provide a sense of closure.	The edit incorporates expectations for dialogue from Writing standard MA.3.A, which has been deleted from the current draft framework. Other minor edits are for clarity and brevity.
2	<b>Writing Standard MA.3.A</b> Write stories or poems with dialogue.	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
2	<b>Writing Standard 4</b> (Begins in grade 3)	<b>Writing Standard 4</b> <b>Produce writing in which the development and organization are appropriate to task, purpose, and audience.</b> (Grade-specific expectations for writing types are defined in standards 1–3 above.)	The standard is appropriate for students younger than grade 3 and begins at grade 1 in the current draft framework.
2	<b>Writing Standard 5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>Writing Standard 5</b> <del>With guidance and support from adults and peers,</del> Focus on a topic and strengthen writing as needed by revising and editing. <b>a. (Begins in grade 3)</b> <b>b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 2).</b>	“With guidance and support from adults and peers” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from adults and peers” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit. (For more on subpoint (a), see the table for grade 3 below.)
2	<b>Writing Standard 7</b> 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).	<b>Writing Standard 7</b> Participate in shared research and writing <b>projects</b> (e.g., read a number of books on a single topic to produce a report; record science observations).	“Projects” was removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
2	<b>Writing Standard 10</b> (Begins in grade 3)	<b>Writing Standard 10</b> <b>Write routinely in a variety of genres (e.g., letters,</b>	The routine and varied production of writing is appropriate for grade 2. The edit also incorporates

		poems, notes) for a range of tasks, purposes, and audiences.	the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
2	<b>Speaking and Listening Standard 5</b> 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.	<b>Speaking and Listening Standard 5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or <b>descriptions</b> of experiences when appropriate to clarify ideas, thoughts, and feelings.	The edit is for clarity.
2	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ). MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.)	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b> <b>Sentence Structure and Meaning</b> a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed. b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified. <b>Word Usage</b> c. Use collective nouns and frequently occurring irregular plural nouns. d. Use reflexive pronouns. e. Form and use the past tense of frequently occurring irregular verbs.	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework. Expectations for abbreviations have been expanded and moved to Language standard 4.
2	<b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	<b>Language Standard 2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. <b>Print upper- and lowercase letters legibly and fluently.</b> b. Capitalize holidays, product names, and geographic names. c. Use commas in greetings and closings of letters. d. Use an apostrophe to form contractions and frequently occurring possessives.	The 2011 standards include expectations for handwriting at grades K, 1, and 4 only; the current draft bridges the gap by also addressing handwriting at grades 2 and 3.

	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	e. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ). f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
<b>2</b>	<p><b>Language Standard 4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><b>Language Standard 4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, 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., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>Dr.</i>, <i>St.</i>, <i>MA</i>, <i>p.m.</i>)</p> <p>g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>+</i>, <i>-</i>, <i>\$</i>, <i>¢</i>).</p>	Expectations for abbreviations were moved from Language standard 1, which concerns grammar and usage, to Language standard 4, which concerns word analysis and vocabulary. Expectations for symbols were added to tighten connections to literacy skills in other disciplines (e.g., representing money in mathematics).
<b>2</b>	<p><b>Language Standard 6</b> 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>	<p><b>Language Standard 6</b> Use words and phrases acquired through conversations, <b>activities in the grade 2 curriculum</b>, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. <b>(See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b></p> <p>a. Understand and use literary terms to talk and write about texts (e.g., terms learned in previous grades, new terms such as <i>alliteration</i>, <i>bold print</i>, <i>caption</i>, <i>dialogue</i>, <i>fable</i>, <i>glossary</i>,</p>	The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)



		<i>lesson or moral of a story, point of view, plot, repetition).</i>	
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### Grade 3

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
3	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language (idiom, simile, and metaphor). (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts. Other minor edits are for clarity.
3	<b>Reading Literature Standard 5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	<b>Reading Literature Standard 5</b> Identify common structural elements of fiction (e.g., plot, problem, solution); describe how each successive part of a text builds on earlier sections.	The edit incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Other components of both standard 5 and standard MA.8.A have been moved to Language standard 6, which concerns discipline-specific (and general academic) vocabulary.
3	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (In literature, argument may be present but embedded in a theme or central idea; see RL.2.)	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
3	<b>Reading Literature Standard MA.8.A</b> Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
3	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 3 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
3	<b>Reading Informational Text Standard 3</b> 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.	<b>Reading Informational Text Standard 3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	References to mathematics were added throughout the framework wherever other subject areas were already mentioned in order to support newly added guidance on literacy in the current draft of the mathematics framework.

3	<p><b>Reading Informational Text Standard 10</b> 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.</p>	<p><b>Reading Informational Text Standard 10</b> <del>Independently and proficiently</del> read and comprehend informational texts, including history/social studies, science, <del>mathematical</del>, and technical texts, <del>exhibiting complexity appropriate for grade 3 or higher.</del> (See pages _-_- for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft. (Regarding mathematical texts, see the rationale for Reading Informational Text standard 3 above.)</p>
3	<p><b>Writing Standard 1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p><b>Writing Standard 1</b> Write opinion pieces on topics or texts, supporting <del>an opinion</del> with reasons.</p>	<p>The edit is for clarity and consistency with the standard’s wording at other grade levels.</p>
3	<p><b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	<p><b>Writing Standard 3</b> Write narratives to develop <del>real or imagined</del> experiences or events using effective <del>literary</del> techniques, descriptive details, and clear <del>event</del> sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an <del>appropriate narrative sequence</del>.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li><del>Incorporate figurative language and the sounds of words (e.g., using alliteration, onomatopoeia, or rhyme) as key elements.</del></li> <li>Use temporal words and phrases to signal <del>event</del> order.</li> <li>Provide a sense of closure.</li> </ol>	<p>The edit incorporates expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
3	<p><b>Writing Standard MA.3.A</b> Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</p>	<p>[Standard deleted]</p>	<p>All Writing MA.3A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.</p>
3	<p><b>Writing Standard 4</b> 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.)</p>	<p><b>Writing Standard 4</b> <del>With guidance and support from adults,</del> Produce writing in which the development and organization are appropriate to task, purpose, <del>and audience</del>. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>“With guidance and support from adults” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, consideration of audience is appropriate for grade 3.</p>
3	<p><b>Writing Standard 5</b> With guidance and support from peers and adults,</p>	<p><b>Writing Standard 5</b> <del>With guidance and support from peers and adults,</del></p>	<p>“With guidance and support from peers and adults” was removed from standards throughout the</p>

	develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)	Develop and strengthen writing as needed by planning, revising, and editing. a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 3). b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 3).	framework for clarity and brevity. “Guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.
3	<b>Writing Standard 7</b> Conduct short research projects that build knowledge about a topic.	<b>Writing Standard 7</b> Conduct <del>short</del> research <del>projects to</del> build knowledge about a topic.	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
3	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <i>in a variety of genres (e.g., letters, poems, notes)</i> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
3	<b>Speaking and Listening Standard 2</b> 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.	<b>Speaking and Listening Standard 2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, <del>including visually, quantitatively, and orally.</del>	The 2011 wording risks confusion: “visually, quantitatively, and orally” are not mutually exclusive categories.
3	<b>Speaking and Listening Standard 4</b> 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.	<b>Speaking and Listening Standard 4</b> 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 <i>and using appropriate vocabulary. (See grade 3 Language standards 4–6 for specific expectations regarding vocabulary.)</i>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit.
3	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i> ).	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <i>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</i> <i>Sentence Structure and Meaning</i>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework.

	<p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) 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>a. Produce, expand, and rearrange complete simple, compound, and complex sentences.</p> <p>b. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.</p> <p>d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.</p> <p>e. Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.</p> <p><i>Word Usage</i></p> <p>f. Use abstract nouns.</p> <p>g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.</p>	
<b>3</b>	<p><b>Language Standard 2</b></p> <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., <i>sitting, smiled, cries, happiness</i>).</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>	<p><b>Language Standard 2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Write legibly by hand, using either printing or cursive handwriting.</p> <p>b. Capitalize appropriate words in titles.</p> <p>c. Use commas in addresses.</p> <p>d. Use commas and quotation marks in dialogue.</p> <p>e. Form and use possessives.</p> <p>f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>g. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>h. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	The 2011 standards include expectations for handwriting at grades K, 1, and 4 only; the current draft bridges the gap by also addressing handwriting at grades 2 and 3.
<b>3</b>	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of</p>	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of</p>	Expectations for abbreviations and symbols were added to tighten connections to literacy skills in other disciplines (e.g., reading maps in social studies).

	<p>strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>strategies.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>kg., cm., N, S, E, W</i>).</li> <li>f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>x, ÷, &lt;, &gt;</i>)</li> </ul>	
3	<p><b>Language Standard 6</b> 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>	<p><b>Language Standard 6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See <b>Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.</b>)</p> <ul style="list-style-type: none"> <li>a. Understand and use literary terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>cause and effect, character traits or motivations, comparison, definition, description, figurative language, key words, mood, myth, narrative/narrator, opinion, sequence of events, theme</i>).</li> </ul>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>

## Grade 4

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
4	<b>Reading Literature Standard 4</b> 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., <i>Herculean</i> ).	<b>Reading Literature Standard 4</b> 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., <i>Herculean</i> ); <b>analyze and explain how figurative language enriches the text. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	Connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts. Further, the edit incorporates the concept of figurative language from Reading Literature standard MA.8.A, which has been deleted from the current draft framework.
4	<b>Reading Literature Standard 5</b> 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.	<b>Reading Literature Standard 5</b> Explain major differences <b>among</b> prose, poetry, and drama and refer to the structural elements of <b>each</b> (e.g., <b>paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama</b> ) when writing or speaking about a text.	The edit removes unnecessary limitations on the standard’s scope: the structural elements of prose may be studied along with those of poetry and drama.
4	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> <b>(In literature, argument may be present but embedded in a theme or central idea; see RL.2.)</b>	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
4	<b>Reading Literature Standard MA.8.A</b> Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
4	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> <b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 4 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</b>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.

4	<b>Reading Informational Text Standard 3</b> 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.	<b>Reading Informational Text Standard 3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, <b>mathematical</b> , or technical text, including what happened and why, based on specific information in the text.	References to mathematics were added throughout the framework wherever other subject areas were already mentioned in order to support newly added guidance on literacy in the current draft of the mathematics framework.
4	<b>Reading Informational Text Standard 7</b> 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.	<b>Reading Informational Text Standard 7</b> Interpret information presented <b>in diverse formats and media</b> (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.	The 2011 wording risks confusion: “visually, quantitatively, and orally” are not mutually exclusive categories.
4	<b>Reading Informational Text Standard 10</b> 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.	<b>Reading Informational Text Standard 10</b> <b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for grade 4 or higher.</b> (See pages __ for more on <b>qualitative and quantitative dimensions of text complexity.</b> )	This standard was revised throughout the framework to clarify expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft. (Regarding scaffolding, see the rationale for Reading Literature standard 10 above. Regarding mathematical texts, see the rationale for Reading Informational Text standard 3 above.)
4	<b>Writing Standard 1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<b>Writing Standard 1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped <b>in paragraphs and sections</b> to support the writer’s purpose.	The red text appeared in Writing standard 2 in the 2011 standards but not in Writing standard 1, implying that paragraphing was to be practiced in the context of informational/explanatory but not opinion writing. The edit adds consistency to the standards.
4	<b>Writing Standard 2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Writing Standard 2a</b> Introduce a topic clearly and group related information in paragraphs and sections; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	The edited wording is more precise and consistent with edits made to the Reading standards.
4	<b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Writing Standard 3</b> Write narratives to develop <b>real or imagined</b> experiences or events using effective <b>literary techniques</b> , descriptive details, and clear <b>event</b> sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an <b>appropriate narrative sequence.</b> b. Use dialogue and description to develop experiences or events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage <b>the sequence of events.</b> d. Use concrete words and phrases, <b>figurative language such as similes and metaphors</b> , and	The edit incorporates expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.



	e. Provide a conclusion that follows from the narrated experiences or events.	sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	
4	<b>Writing Standard MA.3.A</b> Write stories, poems, and scripts that use similes and/or metaphors.	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
4	<b>Writing Standard 5</b> 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 on page 39.)	<b>Writing Standard 5</b> <del>With guidance and support from peers and adults,</del> Develop and strengthen writing as needed by planning, revising, and editing. a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 4). b. Demonstrate the ability to choose and use accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 4).	“With guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.
4	<b>Writing Standard 6</b> 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.	<b>Writing Standard 6</b> <del>With some guidance and support from adults,</del> Use technology, including <b>current Web-based communication platforms</b> , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting	“With some guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Some guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, “current Web-based communication platforms” is more specific than “the Internet” but still flexible enough to allow technology to evolve without the standard becoming obsolete.
4	<b>Writing Standard 7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Writing Standard 7</b> Conduct <del>short</del> research <del>projects that builds</del> knowledge through investigation of different aspects of a topic.	“Projects” and references to time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
4	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., (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].”). b. Apply <i>grade 4 Reading standards</i> to	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support <b>written</b> analysis, <b>interpretation</b> , reflection, and research, <b>applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed</b> .	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.

	informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		
4	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <b>in a variety of genres (e.g., poems, scripts, reports)</b> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
4	<b>Speaking and Listening Standard 2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Speaking and Listening Standard 2</b> Paraphrase portions of a <b>written</b> text read aloud or information presented in diverse media and formats; <b>including visually, quantitatively, and orally.</b>	The 2011 wording risks confusion: “visually, quantitatively, and orally” are not mutually exclusive categories. Further, wording throughout the standards was adjusted to clarify that texts come in forms other than words on a page.
4	<b>Speaking and Listening Standard 4</b> 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.	<b>Speaking and Listening Standard 4</b> 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 <b>and use appropriate vocabulary. (See grade 4 Language standards 4–6 for specific expectations regarding vocabulary.)</b>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit.
4	<b>Speaking and Listening Standard 6</b> Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 39 for specific expectations.)	<b>Speaking and Listening Standard 6</b> Differentiate between contexts that call for formal English (e.g., presenting <b>research findings</b> ) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	The 2011 wording is misleading; ideas may be presented informally in small-group discussion.
4	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b> <b>Sentence Structure and Meaning</b> a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct <b>inappropriate sentence fragments and run-on</b>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework.

	<p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p> <p>MA.1.h. Write legibly by hand, using either printing or cursive handwriting.</p> <p>For the use of computer technology in writing, see Writing standard 6.</p>	<p>sentences.</p> <p>b. Correctly use frequently confused written words (e.g., <i>their/there</i>).</p> <p>c. Use helping verbs, also known as auxiliaries (e.g., <i>can, may, might, should</i>), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.</p> <p>d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</p> <p>e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</p> <p><i>Word Usage</i></p> <p>f. Form and use progressive verb tenses.</p>	
4	<p><b>Language Standard 2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Language Standard 2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Write legibly by hand, using either printing or cursive handwriting; write their own given name signature in cursive.</p> <p>b. Use correct capitalization.</p> <p>c. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>d. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Handwriting in grade 4 was moved from Language standard 1, which concerns grammar and usage relevant to both speaking and writing, to Language standard 2, which focuses on writing. Signing one’s name is a skill crucial to adult life. (The expectation broadens at grade 5 to include signing both given and family names.)</p>
4	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, 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., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries,</p>	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, 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., <i>telegraph, photograph, autograph</i>).</p> <p>c. Consult reference materials (e.g., dictionaries,</p>	<p>Expectations for abbreviations and symbols were added to tighten connections to literacy skills in other disciplines (e.g., representing temperature in science).</p>

	glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>hr.</i> , <i>min.</i> , <i>B.C.E.</i> , <i>C.E.</i> ). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>&amp;</i> , <i>@</i> , <i>°</i> , <i>*</i> ).	
4	<b>Language Standard 6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<b>Language Standard 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, <b>including those that signal precise actions, emotions, or states of being that are basic to a particular topic.</b> (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) a. Understand and use literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>adage</i> , <i>antonym</i> , <i>cast of characters</i> , <i>chapter</i> , <i>drama</i> , <i>first- or third-person narrator</i> , <i>idiom</i> , <i>infer/inference</i> , <i>metaphor</i> , <i>paragraph</i> , <i>prose</i> , <i>proverb</i> , <i>report</i> , <i>quotation</i> , <i>scene</i> , <i>script</i> , <i>simile</i> , <i>stage directions</i> , <i>stanza</i> , <i>structure of a text</i> , <i>summarize</i> , <i>synonym</i> , <i>verse</i> ).	The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)

## Grade 5

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
5	<b>Reading Literature Standard 2</b> 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.	<b>Reading Literature Standard 2</b> 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 a text; <b>paraphrase key sections of a text. (See grade 5 Writing standard 8 for more on summarizing and paraphrasing.)</b>	Expectations at each grade level were made more consistent across strands in the current draft framework. Paraphrasing was already an expectation of the Writing standards at this grade level; mentioning it in this Reading standard makes the connection explicit.
5	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including <b>locating and explaining the effect of</b> figurative language such as metaphors and similes. <b>(See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	The edit incorporates a literary concept from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
5	<b>Reading Literature Standard 6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>Reading Literature Standard 6</b> Describe how a narrator’s or speaker’s point of view influences how events are described <b>in a story, myth, poem, or drama.</b>	The edit clarifies the scope of the standard and the meaning of “speaker” (which is being used in its discipline-specific sense, as applied to poetry) in this context.
5	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> <b>(In literature, argument may be present but embedded in a theme or central idea; see RL.2.)</b>	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
5	<b>Reading Literature Standard MA.8.A</b> Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
5	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> <b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 5 or higher. (See pages __ for more on qualitative and quantitative</b>	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.

		dimensions of text complexity.)	
5	<b>Reading Informational Text Standard 2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>Reading Informational Text Standard 2</b> Determine <b>one</b> or more main ideas of a text and explain how they are supported by key details; summarize <b>a</b> text; <b>paraphrase key sections of a text.</b> (See grade 5 Writing standard 8 for more on summarizing and paraphrasing.)	The edit allows teachers more freedom in choosing texts; not all texts have two or more main ideas.
5	<b>Reading Informational Text Standard 3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical texts based on specific information in the text.	<b>Reading Informational Text Standard 3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, <b>mathematical</b> , or technical texts based on specific information in the text.	References to mathematics were added throughout the framework wherever other subject areas were already mentioned in order to support newly added guidance on literacy in the current draft of the mathematics framework.
5	<b>Reading Informational Text Standard 10</b> 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.	<b>Reading Informational Text Standard 10</b> <b>Independently and proficiently</b> read and comprehend informational texts, including history/social studies, science, <b>mathematical</b> , and technical texts, <b>exhibiting complexity appropriate for grade 5 or higher.</b> (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was revised throughout the framework to clarify expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft. (Regarding mathematical texts, see the rationale for Reading Informational Text standard 3 above.)
5	<b>Writing Standard 1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	<b>Writing Standard 1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped <b>in paragraphs and sections</b> to support the writer’s purpose.	The added text appeared at grade 4 in the 2011 standards but at no other grade level, even when the standard remained otherwise identical across grades. The edit adds consistency to the standards.
5	<b>Writing Standard 2a</b> 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.	<b>Writing Standard 2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically <b>in paragraphs and sections</b> ; include <b>text features</b> (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding “paragraphs and sections,” see the rationale for Writing standard 1a above.)
5	<b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>Writing Standard 3</b> Write narratives to develop <b>real or imagined</b> experiences or events using effective <b>literary techniques</b> , descriptive details, and clear <b>event</b> sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an <b>appropriate narrative sequence</b> . b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with

	<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>	<p>c. Use a variety of transitional words and phrases to manage <del>the</del> sequence <del>of events</del>.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Draw on characteristics of traditional or modern genres such as tall tales, myths, mysteries, fantasies, and historical fiction.</p> <p>f. Provide a conclusion that follows from the narrated experiences or events.</p>	“unnatural” transitions.
5	<p><b>Writing Standard MA.3.A</b></p> <p>Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.</p>	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
5	<p><b>Writing Standard 5</b></p> <p>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 on page 39.)</p>	<p><b>Writing Standard 5</b></p> <p><del>With guidance and support from peers and adults,</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 5).</p> <p>b. Demonstrate the ability to choose and use accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 5).</p>	“With guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.
5	<p><b>Writing Standard 6</b></p> <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>Writing Standard 6</b></p> <p><del>With some guidance and support from adults,</del> Use technology, including <del>current</del> <b>Web-based communication platforms</b>, 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.</p>	The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.
5	<p><b>Writing Standard 7</b></p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Writing Standard 7</b></p> <p>Conduct <del>short</del> research <del>projects</del> that uses several sources to build knowledge through investigation of different aspects of a topic.</p>	“Projects” and references to time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
5	<p><b>Writing Standard 9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>Writing Standard 9</b></p> <p>Draw evidence from literary or informational texts to support <del>written</del> analysis, <del>interpretation</del>, reflection,</p>	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the

	<p>a. Apply <i>grade 5 Reading standards</i> 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 <i>grade 5 Reading standards</i> 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>	and research, <b>applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.</b>	expense of others.
5	<p><b>Writing Standard 10</b> 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>	<p><b>Writing Standard 10</b> Write routinely <b>in a variety of genres (e.g., poems, scripts, reports)</b> 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>	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
5	<p><b>Speaking and Listening Standard 2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Speaking and Listening Standard 2</b> Summarize a written text read aloud or information presented in diverse media and formats, <del>including visually, quantitatively, and orally.</del></p>	The 2011 wording risks confusion: “visually, quantitatively, and orally” are not mutually exclusive categories.
5	<p><b>Speaking and Listening Standard 4</b> 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.</p>	<p><b>Speaking and Listening Standard 4</b> 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 <b>and use appropriate vocabulary. (See grade 5 Language standards 4–6 for specific expectations regarding vocabulary.)</b></p>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit.
5	<p><b>Speaking and Listening Standard 5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Speaking and Listening Standard 5</b> Include multimedia components <del>(e.g., graphics, sound)</del> and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	The edit is for clarity: graphics are visual displays.
5	<p><b>Language Standard 1</b> 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>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p><b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b> <b><i>Sentence Structure and Meaning</i></b></p>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheadings <i>Sentence Structure and Meaning</i> and <i>Word Usage</i> appear across grade levels in the current draft framework.



	<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., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.</p> <p>b. Recognize and correct inappropriate shifts in verb tense.</p> <p>c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.</p> <p><i>Word Usage</i></p> <p>d. Form and use perfect verb tenses.</p>	
5	<p><b>Language Standard 2</b></p> <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 <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</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>	<p><b>Language Standard 2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Write legibly by hand, using either print or cursive handwriting; write their own given and family name signature in cursive.</p> <p>b. Use punctuation to separate items in a series</p> <p>c. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>d. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>e. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>f. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>The 2011 standards include expectations for handwriting at grades K, 1, and 4 only; the current draft extends the progression by also addressing handwriting at grades 2, 3, and 5. Signing one's name is a skill crucial to adult life.</p>
5	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, 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., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,</p>	<p><b>Language Standard 4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, 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., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,</p>	<p>Expectations for abbreviations and symbols were added to tighten connections to literacy skills in other disciplines.</p>

	to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including those derived from words or phrases in other languages (e.g., <i>i.e.</i> , <i>lb.</i> , <i>oz.</i> , <i>etc.</i> ). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including those with multiple meanings (e.g., parentheses in mathematics and in writing, # in various contexts).	
5	<b>Language Standard 6</b> 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	<b>Language Standard 6</b> 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., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ). (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.) a. Understand and use literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>autobiography</i> , <i>biography</i> , <i>fantasy</i> , <i>flashback</i> , <i>foreshadowing</i> , <i>genre</i> , <i>graphic novel</i> , <i>historical fiction</i> , <i>legend</i> , <i>mystery</i> , <i>myth</i> , <i>paraphrase</i> , <i>science fiction</i> ).	The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)

## Grade 6

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
6	<b>Reading Literature Standard 1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Reading Literature Standard 1</b> Cite textual evidence to support <b>interpretation</b> or analysis of what <b>a text states</b> explicitly as well as inferences drawn from the text.	The addition of “interpretation” adds flexibility. Other minor edits are for clarity.
6	<b>Reading Literature Standard 2</b> 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.	<b>Reading Literature Standard 2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of <b>a text</b> distinct from personal opinions or judgments; <b>paraphrase key sections of a text.</b> (See <b>grade 6 Writing standard 8 for more on paraphrasing.</b> )	Expectations at each grade level were made more consistent across strands in the current draft framework. Paraphrasing was already an expectation of the Writing standards at this grade level; mentioning it in this Reading standard makes the connection explicit.
6	<b>Reading Literature Standard 3</b> 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.	<b>Reading Literature Standard 3</b> Describe how <b>the plot of a particular story, poem, or drama</b> unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	The 2011 wording limits the standard’s flexibility unnecessarily: some poems have plots.
6	<b>Reading Literature Standard 4</b> 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.	<b>Reading Literature Standard 4</b> 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, <b>tone, and mood, including the impact of rhymes and other repetitions of sounds (e.g., alliteration).</b> (See <b>Language standards 4–6 on applying knowledge of vocabulary to reading.</b> )	The edit incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
6	<b>Reading Literature Standard 7</b> 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.	<b>Reading Literature Standard 7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing <b>the same text.</b>	Edits are for clarity and brevity, and to emphasize the standards’ broad definition of “text” as more than words on a page.
6	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> <b>(In literature, argument may be present but embedded in a theme or central idea; see RL.2.)</b>	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
6	<b>Reading Literature Standard MA.8.A</b> Identify the conventions of legends and epics (e.g.,	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other

	the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.		Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
6	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> <i>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 6 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</i>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
6	<b>Reading Informational Text Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>Reading Informational Text Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; <i>explain how word choice affects meaning and tone. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</i>	The edit makes the standard more consistent across grade levels, bringing its grade 6 version into better alignment with its grade 7 and 8 versions.
6	<b>Reading Informational Text Standard 5</b> 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.	<b>Reading Informational Text Standard 5</b> Analyze how a particular sentence, paragraph, chapter, <del>or</del> section, <i>or text feature (e.g., heading)</i> fits into the overall structure of a text and contributes to the development of the ideas.	Text features are important to the comprehension of many informational texts. The edit also strengthens links between strands: text features are mentioned in the writing standards.
6	<b>Reading Informational Text Standard 7</b> 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.	<b>Reading Informational Text Standard 7</b> Integrate information presented in different media or formats (e.g., <i>in charts, graphs, photographs, videos, or maps</i> ) as well as in words to develop a coherent understanding of a topic or issue.	The 2011 wording risks confusion: “visually” and “quantitatively” are not mutually exclusive categories.
6	<b>Reading Informational Text Standard 10</b> 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.	<b>Reading Informational Text Standard 10</b> <i>Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 6 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</i>	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
6	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons	“Paragraphs and sections” appeared at grade 4 in the 2011 standards but at no other grade level, even

	<p>and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p>and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly <b>in paragraphs and sections</b>.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing)</b>.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>	<p>when the standard remained otherwise identical or very similar across grades. The edit adds consistency to the standards. Further, wording on style was edited for flexibility and to avoid implying that a formal style is always best.</p>
<b>6</b>	<p><b>Writing Standard 2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p><b>Writing Standard 2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information <b>in paragraphs and sections</b>, using strategies such as definition, classification, comparison/contrast, and cause/effect; include <b>text features</b> (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing)</b>.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>	<p>“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding “paragraphs and sections,” and style, see the rationale for Writing standard 1 above.)</p>
<b>6</b>	<p><b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event</p>	<p><b>Writing Standard 3</b> Write narratives to develop <b>real or imagined</b> experiences or events using effective <b>literary</b> techniques, relevant descriptive details, and well-</p>	<p>The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed</p>

	<p>sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>structured <del>event</del> sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize <b>an appropriate narrative sequence</b>.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and <b>figurative and</b> sensory language to convey experiences and events.</li> <li><b>Demonstrate understanding of literary concepts such as mood, tone, point of view, and personification.</b></li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p>throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
6	<p><b>Writing Standard MA.3.A</b> Demonstrate understanding of traditional literature by writing short narratives, poems, or scripts that use the conventions of myths, legends, or epics (e.g., explanations of natural phenomena; the hero’s journey, quest, or task).</p>	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
6	<p><b>Writing Standard 5</b> 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 on page 65.)</p>	<p><b>Writing Standard 5</b> <del>With some guidance and support from peers and adults,</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 6).</b></li> <li><b>Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 6).</b></li> </ol>	<p>“With some guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Some guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.</p>
6	<p><b>Writing Standard 6</b> 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.</p>	<p><b>Writing Standard 6</b> Use technology, including <b>current Web-based communication platforms</b>, 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</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>

		in a single sitting.	
6	<b>Writing Standard 7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>Writing Standard 7</b> Conduct <del>short</del> research <del>projects</del> to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
6	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply <i>grade 6 Reading standards</i> 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”).	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support written analysis, <b>interpretation</b> , reflection, and research, <b>applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</b>	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.
6	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <b>in a variety of genres (e.g., poems, stories, scripts, reflections, essays)</b> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
6	<b>Speaking and Listening Standard 4</b> Present claims and findings, sequences ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>Speaking and Listening Standard 4</b> Present claims and findings, sequences ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate <b>vocabulary</b> , eye contact, <b>adequate</b> volume, and <b>clear</b> pronunciation. <b>(See grade 6 Language standards 4–6 for specific expectations regarding vocabulary.)</b>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit. Other minor edits are for brevity.
6	<b>Speaking and Listening Standard 5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<b>Speaking and Listening Standard 5</b> Include multimedia components <b>(e.g., graphics, images, music, sound)</b> and visual displays in presentations to clarify information.	The edit is for clarity and brevity: images and graphics are visual displays, and music is sound.
6	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5</b>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and

	<p>(subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</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>and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <p>a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.</p> <p>b. Explain the function of phrases and clauses in general, how phrases and clauses differ, and how their use conveys a particular meaning in a specific written or spoken sentence.</p> <p>c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>effective communication. The subheading <i>Sentence Structure, Variety, and Meaning</i> appears across grade levels in the current draft framework.</p>
6	<p><b>Language Standard 2b</b></p> <p>Spell correctly.</p>	<p><b>Language Standard 2b</b></p> <p>Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p>The edit makes the standard more consistent with others emphasizing that students should understand that language use varies across contexts and time.</p>
6	<p><b>Language Standard 3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p>	<p><b>Language Standard 3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</p> <p>b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<p>The revision smoothes progressions in the middle and upper grades: in the current draft, Language standard 3 emphasizes language variation and consistency in grades 6–8, then focuses on conciseness and preciseness in the high school grades.</p>
6	<p><b>Language Standard 6</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language Standard 6</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> <p>a. Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>conflict, connotative, epic, hero/heroine, interpretation, literary criticism, memoir, resolution</i>).</p>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>



## Grade 7

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
7	<b>Reading Literature Standard 1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Reading Literature Standard 1</b> Cite several pieces of textual evidence to support <b>interpretation</b> or analysis of what a text <b>states</b> explicitly as well as inferences drawn from the text.	The addition of “interpretation” adds flexibility. Other minor edits are for clarity.
7	<b>Reading Literature Standard 2</b> 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.	<b>Reading Literature Standard 2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text; <b>paraphrase key sections of a text. (See grade 7 Writing standard 8 for more on paraphrasing.)</b>	Expectations at each grade level were made more consistent across strands in the current draft framework. Paraphrasing was already an expectation of the Writing standards at this grade level; mentioning it in this Reading standard makes the connection explicit.
7	<b>Reading Literature Standard 3</b> Describe how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>Reading Literature Standard 3</b> Describe how particular elements of a story, <b>poem</b> , or drama interact (e.g., how setting shapes the characters or plot).	The 2011 wording limits the standard’s flexibility unnecessarily: poems as well as stories and dramas can have interacting elements.
7	<b>Reading Literature Standard 4</b> 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 play or drama.	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>identify and analyze the impact of literary elements such as personification and symbolism; analyze the impact of specific word choices on meaning, tone, and mood, including the impact of repeated use of particular images. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	The edit incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
7	<b>Reading Literature Standard 5</b> Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>Reading Literature Standard 5</b> <b>Analyze how aspects of a literary work’s structure contribute to its meaning or style (e.g., the effect of repetition in an epic, a flashback in a novel, or a soliloquy in a drama).</b>	The 2011 wording limits the standard’s flexibility unnecessarily; structure contributes to meaning and more in prose as well as in drama and poetry.
7	<b>Reading Literature Standard 7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, stages, 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).	<b>Reading Literature Standard 7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, stages, or multimedia version, <del>analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</del>	The edit more flexibility in how students meet the main expectation stated in the standard.
7	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> <b>(In literature, argument may be present but embedded in a theme or central idea; see RL.2.)</b>	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of

			RL.2) may be understood as arguments in literature.
7	<b>Reading Literature Standard MA.8.A</b> Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
7	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 7 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
7	<b>Reading Informational Text Standard 2</b> 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.	<b>Reading Informational Text Standard 2</b> Determine a central idea or central ideas in a text and analyze its/their development over the course of a text; provide an objective summary of a text; paraphrase key sections of a text. (See grade 7 Writing standard 8 for more on paraphrasing.)	The edit smoothes the progression of this standard from grade 6 to grade 8. The 2011 standards have “a central idea” at grade 6, “two or more central ideas” at grade 7, and “a central idea” again at grade 8. (Regarding paraphrasing, see the rationale for Reading Literature standard 2 above.)
7	<b>Reading Informational Text Standard 5</b> 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.	<b>Reading Informational Text Standard 5</b> Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.	Text features are important to the comprehension of many informational texts. The edit also strengthens links between strands: text features are mentioned in the writing standards.
7	<b>Reading Informational Text Standard 10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band, with scaffolding as needed at the high end of the range.	<b>Reading Informational Text Standard 10</b> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 7 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
7	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and	“Paragraphs and sections” appeared at grade 4 in the 2011 standards but at no other grade level, even when the standard remained otherwise identical or very similar across grades. The edit adds consistency to the standards. Further, wording on style was

	<p>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>	<p>evidence logically <b>in paragraphs and sections</b>.</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 <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing)</b>.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>edited for flexibility and to avoid implying that a formal style is always best.</p>
<b>7</b>	<p><b>Writing Standard 2</b> 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><b>Writing Standard 2</b> 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 <b>in paragraphs and sections</b>, using strategies such as definition, classification, comparison/contrast, and cause/effect; include <b>text features</b> (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 <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing)</b>.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding “paragraphs and sections” and style, see the rationale for Writing standard 1 above.)</p>
<b>7</b>	<p><b>Writing Standard 3</b> Write narratives to develop real or imagined</p>	<p><b>Writing Standard 3</b> Write narratives to develop <b>real or imagined</b></p>	<p>The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has</p>

	<p>experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p>experiences or events using effective <b>literary techniques</b>, relevant descriptive details, and well-structured <b>event</b> sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, <b>and figurative</b> and sensory language to capture the action and convey experiences and events.</li> <li><b>Demonstrate understanding of literary concepts such as mood, tone, point of view, personification, and symbolism.</b></li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p>been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
7	<p><b>Writing Standard MA.3.A</b> Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the literary concepts of mood, tone, point of view, personification, or symbolism.</p>	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards in order to make the standards more focused and coherent.
7	<p><b>Writing Standard 5</b> 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 7 on page 65.)</p>	<p><b>Writing Standard 5</b> <del>With some guidance and support from peers and adults,</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 7).</b></li> <li><b>Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 7).</b></li> </ol>	<p>“With some guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Some guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.</p>
7	<p><b>Writing Standard 6</b> 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,</p>	<p><b>Writing Standard 6</b> Use technology, including <b>current Web-based communication platforms</b>, to produce and publish writing and link to and cite sources as well as to</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>

	including linking to and citing sources.	interact and collaborate with others, including linking to and citing sources.	
7	<b>Writing Standard 7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>Writing Standard 7</b> Conduct <del>short</del> research <del>projects</del> to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
7	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> 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”).	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support written analysis, <i>interpretation</i> , reflection, and research, <i>applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed</i> .	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.
7	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <i>in a variety of genres (e.g., poems, stories, scripts, reflections, essays)</i> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
7	<b>Speaking and Listening Standard 4</b> 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.	<b>Speaking and Listening Standard 4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate <i>vocabulary</i> , eye contact, <del>adequate</del> volume, and <del>clear</del> pronunciation. <i>(See grade 7 Language standards 4–6 for specific expectations regarding vocabulary.)</i>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit. Other minor edits were made for brevity.
7	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in	<b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <i>retain and further develop language skills learned in previous grades. (See Writing standard 5</i>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and

	<p>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>	<p>and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <p>a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.</p> <p>b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases.</p> <p>d. Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.</p>	<p>effective communication. The subheading <i>Sentence Structure, Variety, and Meaning</i> appears across grade levels in the current draft framework.</p>
7	<p><b>Language Standard 2b</b></p> <p>Spell correctly.</p>	<p><b>Language Standard 2b</b></p> <p>Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p>The edit makes the standard more consistent with others emphasizing that students should understand that language use varies across contexts and time.</p>
7	<p><b>Language Standard 3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p><b>Language Standard 3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</p> <p>b. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</p>	<p>The revision smoothes progressions in the middle and upper grades: in the current draft, Language standard 3 emphasizes language variation and consistency in grades 6–8, then focuses on conciseness and preciseness in the high school grades.</p>
7	<p><b>Language Standard 6</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language Standard 6</b></p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> <p>a. Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>free verse, lyric poetry, meter, mood, multimedia, perspective, sonnet,</i></p>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>

		<i>symbolism, tone).</i>	
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## Grade 8

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
8	<b>Reading Literature Standard 1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Reading Literature Standard 1</b> Cite the textual evidence that most strongly supports <del>an</del> <b>interpretation</b> or analysis of what <b>a</b> text <b>states</b> explicitly as well as inferences drawn from the text.	The addition of “interpretation” adds flexibility. Other minor edits are for clarity.
8	<b>Reading Literature Standard 2</b> 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.	<b>Reading Literature Standard 2</b> 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 <b>a</b> text; <b>paraphrase key sections of a text.</b> (See grade 8 Writing standard 8 for more on paraphrasing.)	Expectations at each grade level were made more consistent across strands in the current draft framework. Paraphrasing was already an expectation of the Writing standards at this grade level; mentioning it in this Reading standard makes the connection explicit.
8	<b>Reading Literature Standard 3</b> 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.	<b>Reading Literature Standard 3</b> Analyze how particular lines of dialogue or incidents in a story, <b>poem</b> , or drama propel the action, reveal aspects of a character, or provoke a decision.	The 2011 wording limits the standard’s flexibility unnecessarily: some poems have dialogue and action.
8	<b>Reading Literature Standard 4</b> 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.	<b>Reading Literature Standard 4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; <b>identify and analyze the impact of literary elements such as analogy, allusion, and irony;</b> analyze the impact of specific word choices on meaning, tone, <b>and mood.</b> (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	The edits incorporate literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
8	<b>Reading Literature Standard 5</b> 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.	<b>Reading Literature Standard 5</b> Compare and contrast the structure of two or more texts; analyze how the <b>differing</b> structure of each text contributes to its meaning and style <b>and how the texts differ.</b>	The edit is for clarity.
8	<b>Reading Literature Standard 6</b> 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.	<b>Reading Literature Standard 6</b> Analyze how differences in the points of view of the characters and <b>an</b> audience <b>or reader</b> (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	The edit is for consistency with the Writing standards, which use “audience” to mean “reader.”
8	<b>Reading Literature Standard 7</b> 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.	<b>Reading Literature Standard 7</b> Analyze the extent to which an <b>audio</b> , filmed, or <b>staged</b> production of a story, drama, <b>or poem</b> stays faithful to or departs from the <b>original.</b>	The edits are for clarity and flexibility, and to emphasize the standards’ broad definition of “text” as much more than words on a page.



8	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (In literature, argument may be present but embedded in a theme or central idea; see RL.2.)	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
8	<b>Reading Literature Standard MA.8.A</b> Identify and analyze the characteristics of irony and parody in literary works.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
8	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 8 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
8	<b>Reading Informational Text Standard 2</b> Determine a central idea of a text and analyze its development over the course of the text, provide an objective summary of the text.	<b>Reading Informational Text Standard 2</b> Determine a central idea or central ideas of a text and analyze its/their development over the course of a text, including relationships to supporting ideas; provide an objective summary of a text; paraphrase key sections of a text. (See grade 8 Writing standard 8 for more on paraphrasing.)	The edit smoothes the progression of this standard from grade 6 to grade 8. The 2011 standards have “a central idea” at grade 6, “two or more central ideas” at grade 7, and “a central idea” again at grade 8. (Regarding paraphrasing, see the rationale for Reading Literature standard 2 above.)
8	<b>Reading Informational Text Standard 5</b> 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.	<b>Reading Informational Text Standard 5</b> Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.	Text features are important to the comprehension of many informational texts. The edit also strengthens links between strands: text features are mentioned in the writing standards. Other minor edits were made for clarity and alignment with the relevant anchor standard.
8	<b>Reading Informational Text Standard 10</b> 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.	<b>Reading Informational Text Standard 10</b> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for grade 8 or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
8	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons	<b>Writing Standard 1</b> Write arguments to support claims with clear reasons	“Paragraphs and sections” appeared at grade 4 in the 2011 standards but at no other grade level, even

	<p>and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically <b>in paragraphs and sections.</b></li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing).</b></li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p>when the standard remained otherwise identical or very similar across grades. The edit adds consistency to the standards. Further, wording on style was edited for flexibility and to avoid implying that a formal style is always best.</p>
<p><b>8</b></p>	<p><b>Writing Standard 2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	<p><b>Writing Standard 2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; <b>use paragraphs and sections to</b> organize ideas, concepts, and information into broader categories; include <b>text features</b> (e.g., headings), graphics, (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a <b>formal</b> style <b>appropriate to audience and purpose (e.g., formal for academic writing).</b></li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>	<p>“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding “paragraphs and sections,” and style, see the rationale for Writing 1 above.)</p>

8	<p><b>Writing Standard 3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p><b>Writing Standard 3</b> Write narratives to develop <del>real or imagined</del> experiences or events using effective <b>literary techniques</b>, relevant descriptive details, and well-structured <del>event</del> sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an <b>appropriate narrative sequence</b>.</li> <li>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>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.</li> <li>Use precise words and phrases, relevant descriptive details, <b>and figurative</b> and sensory language to capture the action and convey experiences and events.</li> <li><b>Demonstrate understanding of literary concepts such as mood, tone, point of view, personification, symbolism, and irony.</b></li> <li>Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>	<p>The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
8	<p><b>Writing Standard MA.3.A</b> Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.</p>	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards for focus and coherence.
8	<p><b>Writing Standard 5</b> 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 8 on page 65.)</p>	<p><b>Writing Standard 5</b> <del>With some guidance and support from peers and adults,</del> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 8).</b></li> <li><b>Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including grade 8).</b></li> </ol>	<p>“With some guidance and support from peers and adults” was removed from standards throughout the framework for clarity and brevity. “Some guidance and support from peers and adults” happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary in writing was already an expectation of the Language standards; the addition of vocabulary to this Writing standard makes the connection explicit.</p>
8	<p><b>Writing Standard 6</b> Use technology, including the Internet, to produce</p>	<p><b>Writing Standard 6</b> Use technology, including <b>current Web-based</b></p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the</p>

	and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>communication platforms</b> , to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	standard becoming obsolete.
8	<b>Writing Standard 7</b> 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.	<b>Writing Standard 7</b> Conduct <del>short</del> research <del>projects</del> 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.	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
8	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 8 Reading standards</i> 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 words such as the Bible, including describing how the material is rendered new”). b. Apply <i>grade 8 Reading standards</i> 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”).	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support written analysis, <b>interpretation</b> , reflection, and research, <b>applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed</b> .	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.
8	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <b>in a variety of genres (e.g., poems, stories, scripts, reflections, essays)</b> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
8	<b>Speaking and Listening Standard 4</b> 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.	<b>Speaking and Listening Standard 4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate <b>vocabulary</b> , eye contact, <b>adequate</b> volume, and <del>clear</del> pronunciation. (See <b>grade 8 Language standards 4–6 for specific expectations regarding vocabulary.</b> )	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit. Other minor edits were made for brevity.
8	<b>Language Standard 1</b> Demonstrate command of the conventions of	<b>Language Standard 1</b> Demonstrate command of the conventions of	Language standard 1 was revised throughout the framework to smooth progressions from grade to

	<p>standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>d. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>	<p>standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</b></p> <p><b><i>Sentence Structure, Variety, and Meaning</i></b></p> <ul style="list-style-type: none"> <li>a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents.</li> <li>b. Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.</li> </ul>	<p>grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheading <i>Sentence Structure, Variety, and Meaning</i> appears across grade levels in the current draft framework.</p>
8	<p><b>Language Standard 2b</b> Spell correctly.</p>	<p><b>Language Standard 2b</b> Spell correctly, <b>recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</b></p>	<p>The edit makes the standard more consistent with others emphasizing that students should understand that language use varies across contexts and time.</p>
8	<p><b>Language Standard 3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p><b>Language Standard 3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. <b>Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.</b></li> <li>b. <b>Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.</b></li> </ul>	<p>The revision smoothes progressions in the middle and upper grades: in the current draft, Language standard 3 emphasizes language variation and consistency in grades 6–8, then focuses on conciseness and preciseness in the high school grades.</p>
8	<p><b>Language Standard 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language Standard 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge. (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</b></p> <ul style="list-style-type: none"> <li>a. <b>Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>allusion, analogy, comedy, irony, parody, tragedy</i>).</b></li> </ul>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>

## Grades 9–10

Grades	2011 Standard	Proposed 2016 Standard	Rationale for Change
9–10	<b>Reading Literature Standard 1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Reading Literature Standard 1</b> Cite strong and thorough textual evidence to support <b>interpretation or</b> analysis of what <b>a text states</b> explicitly as well as inferences drawn from the text.	The addition of “interpretation” adds flexibility. Other minor edits are for clarity.
9–10	<b>Reading Literature Standard 4</b> 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).	<b>Reading Literature Standard 4</b> <b>Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
9–10	<b>Reading Literature Standard 6</b> 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.	<b>Reading Literature Standard 6</b> Analyze a particular point of view or cultural experience reflected in <b>or examined by</b> a work of literature from outside the United States, drawing on a wide reading of world literature.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that literature can present a critique, not just a passive reflection, of its cultural context.
9–10	<b>Reading Literature Standard 7</b> 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 <i>Landscape with the Fall of Icarus</i> ).	<b>Reading Literature Standard 7</b> Analyze a written or filmed study of a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence that supports the study’s conclusions.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit expects students to engage not only with literature itself but also with what others have to say about it.
9–10	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> <b>(In literature, argument may be present but embedded in a theme or central idea; see RL.2.)</b>	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
9–10	<b>Reading Literature Standard MA.8.A</b> Relate a work of fiction, poetry, or drama to the seminal ideas of its time.	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
9–10	<b>Reading Literature Standard 9</b> Analyze how an author draws on and transforms	<b>Reading Literature Standard 9</b> Analyze how an author draws on and transforms	The edit incorporates a literary concept from Reading Literature standard MA.8.A, which has been deleted

	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).	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); relate a literary text to the seminal ideas of its time.	from the current draft framework.
9–10	<b>Reading Literature Standard 10</b> 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.	<b>Reading Literature Standard 10</b> <b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</b>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
9–10	<b>Reading Informational Text Standard 3</b> 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.	<b>Reading Informational Text Standard 3</b> 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 <b>or broken</b> between them.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts.
9–10	<b>Reading Informational Text Standard 4</b> 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).	<b>Reading Informational Text Standard 4</b> Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative <b>or contradictory</b> impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, <b>how an author’s word choice varies from one part of a text to another</b> ). (See Language standards 4–6 on applying knowledge of vocabulary to reading.)	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts. (Regarding the reference to Language, see the rationale for Reading Literature standard 4 above.)
9–10	<b>Reading Informational Text Standard 6</b> 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.	<b>Reading Informational Text Standard 6</b> 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 <b>over others</b> .	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that every distinct perspective by definition excludes competing perspectives.
9–10	<b>Reading Informational Text Standard 7</b> 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.	<b>Reading Informational Text Standard 7</b> 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 <b>or deemphasized</b> in each account.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that what a text does not say can matter as much as what it

			does say.
9–10	<b>Reading Informational Text Standard 8</b> 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.	<b>Reading Informational Text Standard 8</b> 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 <b>or incomplete truths</b> and fallacious reasoning.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that what a text does not say can matter as much as what it does say.
9–10	<b>Reading Informational Text Standard 9</b> 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.	<b>Reading Informational Text Standard 9</b> Analyze seminal <del>U.S.</del> documents of historical and literary significance (e.g., Washington’s Farewell Address, <b>Lincoln’s Second Inaugural</b> and Gettysburg Addresses, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	The edit allows for the study of non-U.S. documents while keeping the emphasis on U.S. history. (Note: Lincoln’s Second Inaugural Address is not new to the standards; it has been moved here from grades 11–12 to allow for other examples at that grade span.)
9–10	<b>Reading Informational Text Standard 10</b> 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.	<b>Reading Informational Text Standard 10</b> <b>Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</b>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
9–10	<b>Writing Standard 1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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	<b>Writing Standard 1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. 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. 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	The edit is for flexibility and to avoid implying that a formal style is always best.



	<p>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>between claim(s) and counterclaims.</p> <p>d. Establish and maintain a <b>formal style and objective tone appropriate to audience and purpose (e.g., formal for academic writing)</b> 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>	
9–10	<p><b>Writing Standard 2</b></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><b>Writing Standard 2</b></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 <b>text features</b> (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 <b>formal style and objective tone appropriate to audience and purpose (e.g., formal for academic writing)</b> 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>“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding style, see the rationale for Writing standard 1 above.)</p>
9–10	<p><b>Writing Standard 3</b></p> <p>Write narratives to develop real or imagined</p>	<p><b>Writing Standard 3</b></p> <p>Write narratives to develop <b>real or imagined</b></p>	<p>The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has</p>

	<p>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>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.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>experiences or events using effective <b>literary techniques</b>, well-chosen details, and well-structured <b>event</b> sequences.</p> <ol style="list-style-type: none"> <li>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 <b>an appropriate</b> progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, <b>and figurative</b> and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li><b>Demonstrate understanding of point of view (e.g., through different characters' accounts of events).</b></li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
<p><b>9–10</b></p>	<p><b>Writing Standard MA.3.A</b> Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one’s own or a particular character’s point of view (e.g., the hero, anti-hero, a minor character).</p>	<p>[Standard deleted]</p>	<p>All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards in order to make the standards more focused and coherent.</p>
<p><b>9–10</b></p>	<p><b>Writing Standard 5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p>	<p><b>Writing Standard 5</b> 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.</p> <ol style="list-style-type: none"> <li><b>Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 9–10).</b></li> <li><b>Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4–6 up to and including</b></li> </ol>	<p>Expectations at each grade level were made more consistent across strands in the current draft framework. Attention to vocabulary was already an expectation of the Language standards at this grade level; the addition of vocabulary to this Writing standard makes that connection explicit.</p>

		<b>grades 9–10).</b>	
<b>9–10</b>	<b>Writing Standard 6</b> 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.	<b>Writing Standard 6</b> Use technology, including <b>current Web-based communication platforms</b> , 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.	The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.
<b>9–10</b>	<b>Writing Standard 7</b> 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.	<b>Writing Standard 7</b> Conduct <b>short as well as more sustained</b> <del>projects</del> 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.	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
<b>9–10</b>	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> 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]”). b. Apply <i>grades 9–10 Reading standards</i> 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”).	<b>Writing Standard 9</b> Draw evidence from literary or informational texts to support written analysis, <b>interpretation</b> , reflection, and research, <b>applying one or more grades 9–10 standards for Reading Literature or Reading Informational Text as needed</b> .	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.
<b>9–10</b>	<b>Writing Standard 10</b> 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.	<b>Writing Standard 10</b> Write routinely <b>in a variety of genres (e.g., poems, stories, scripts, reflections, speeches, essays)</b> 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.	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
<b>9–10</b>	<b>Speaking and Listening Standard 4</b> 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	<b>Speaking and Listening Standard 4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, <b>vocabulary</b> , substance,	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and

	appropriate to purpose, audience, and task.	and style are appropriate to purpose, audience, and task. (See grades 9–10 Language standards 4–6 for specific expectations regarding vocabulary.)	Listening standard makes that connection explicit.
9–10	<p><b>Language Standard 1</b> 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>	<p><b>Language Standard 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; <b>retain and further develop language skills learned in previous grades.</b> (See Writing standard 5 and Speaking and Listening standard 6 on <b>strengthening writing and presentations by applying knowledge of language.</b>) <i>Sentence Structure, Variety, and Meaning</i></p> <p>a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.</p> <p>b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.</p>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheading <i>Sentence Structure, Variety, and Meaning</i> appears across grade levels in the current draft framework.
9–10	<p><b>Language Standard 3</b> 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., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p><b>Language Standard 3</b> 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., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>b. Refine writing by choosing language for conciseness and eliminating wordiness and redundancy.</p>	The revision smoothes progressions in the middle and upper grades: in the current draft, Language standard 3 emphasizes language variation and consistency in grades 6–8, then focuses on conciseness and preciseness in the high school grades.
9–10	<p><b>Language Standard 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language Standard 6</b> Acquire and use accurately <b>and expressively</b> grade-appropriate general academic and domain-specific words and phrases; <b>independently research words and gather vocabulary knowledge.</b> (See Writing standard 5 and Speaking and Listening standard 4 on <b>strengthening writing and presentations by</b></p>	The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only

		<p>applying knowledge of vocabulary.)</p> <p>a. Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>denotation, essay, figure of speech, magical realism, realism, rhetoric/rhetorical pattern, surrealism</i>).</p>	<p>understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>
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## Grades 11–12

Grade	2011 Standard	Proposed 2016 Standard	Rationale for Change
11–12	<b>Reading Literature Standard 1</b> 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.	<b>Reading Literature Standard 1</b> Cite strong and thorough textual evidence to support <b>interpretation</b> or analysis of what <b>a text states</b> explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	The addition of “interpretation” adds flexibility. Other minor edits are for clarity.
11–12	<b>Reading Literature Standard 3</b> 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).	<b>Reading Literature Standard 3</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story, <b>poem</b> , or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	The 2011 wording limits the standard’s flexibility unnecessarily: poems can have settings and action too.
11–12	<b>Reading Literature Standard 4</b> 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.)	<b>Reading Literature Standard 4</b> <b>Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	The edit incorporates a literary concept from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Further, connections among strands were added to standards throughout the framework, especially between Language and other strands, to encourage the integration of strands and the use of Language skills and understandings in authentic contexts.
11–12	<b>Reading Literature Standard 5</b> 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.	<b>Reading Literature Standard 5</b> 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, <b>the choice to introduce a new tone or point of view</b> ) contribute to its overall structure and meaning as well as its aesthetic impact.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts.
11–12	<b>Reading Literature Standard 6</b> 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).	<b>Reading Literature Standard 6</b> 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, understatement, <b>notable omission</b> ).	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that what is unsaid in a work of literature may matter as much as what is said.
11–12	<b>Reading Literature Standard 7</b> 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	<b>Reading Literature Standard 7</b> <b>Analyze one or more written or filmed studies of a work or body of literature, including how the study’s critical lens (e.g., formal, historical, feminist, sociological, psychological) influences its</b>	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit expects students to engage not only with literature itself but also with

	one play by Shakespeare and one play by an American dramatist.)	<b>interpretation.</b>	what others have to say about it.
11–12	<b>Reading Literature Standard 8</b> (Not applicable to literature)	<b>Reading Literature Standard 8</b> (In literature, argument may be present but embedded in a theme or central idea; see RL.2.)	Reading standard 8 concerns understanding a writer’s argument. The 2011 standard implies that literature never presents an argument; the revision points out that themes and morals (the subjects of RL.2) may be understood as arguments in literature.
11–12	<b>Reading Literature Standard MA.8.A</b> Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).	[Standard deleted]	All Reading Literature MA.8.A standards PK–12 were deleted and their content distributed among other Reading Literature and Language standards in order to streamline the standards, allow teachers more choice regarding which texts and genres to teach at which grade level, and encourage attention to literary concepts when speaking, listening, and writing as well as when reading.
11–12	<b>Reading Literature Standard 9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<b>Reading Literature Standard 9</b> Demonstrate knowledge of <b>pre-21<sup>st</sup>-century</b> works of American literature <b>or criticism</b> , including how two or more texts from the same period treat similar themes or topics.	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit encourages students to engage not only with literature itself but also with what others have to say about it.
11–12	<b>Reading Literature Standard 10</b> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–12 text complexity band independently and proficiently.	<b>Reading Literature Standard 10</b> <b>Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</b>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
11–12	<b>Reading Informational Text Standard 4</b> 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 <i>faction</i> in <i>Federalist</i> No. 10).	<b>Reading Informational Text Standard 4</b> Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines <b>or revises</b> the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <b>(See Language standards 4–6 on applying knowledge of vocabulary to reading.)</b>	The grades 9–12 Reading standards were edited in a number of places to bring them into better alignment with the study of English language arts in higher education. Here the edit recognizes that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts. (Regarding the reference to Language, see the rationale for Reading Literature standard 4 above.)
11–12	<b>Reading Informational Text Standard 5</b> Analyze and evaluate the effectiveness of the	<b>Reading Informational Text Standard 5</b> Analyze and evaluate the effectiveness of the	The grades 9–12 Reading standards were edited in a number of places to bring them into better

	structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	structure an author uses in his or her exposition or argument, including whether the structure makes points clear, <b>coherent</b> , convincing, and engaging.	alignment with the study of English language arts in higher education. Here the edit recognizes that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts.
11–12	<b>Reading Informational Text Standard 7</b> 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.	<b>Reading Informational Text Standard 7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., <b>in charts, graphs, photographs, videos, or maps</b> ) as well as in words in order to address a question or solve a problem.	The edit is for clarity and to avoid implying that “visually” and “quantitatively” are mutually exclusive categories.
11–12	<b>Reading Informational Text Standard 8</b> 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., <i>The Federalist</i> , presidential addresses).	<b>Reading Informational Text Standard 8</b> Delineate and evaluate the reasoning in seminal <b>historical</b> 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., <i>The Federalist</i> , presidential addresses).	The edit allows for the study of non-U.S. documents while keeping the emphasis on U.S. history.
11–12	<b>Reading Informational Text Standard 9</b> 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.	<b>Reading Informational Text Standard 9</b> Analyze <b>pre-21<sup>st</sup>-century</b> documents of historical and literary significance (e.g., <b>the Magna Carta</b> , the Declaration of Independence, <b>the Declaration of the Rights of Man</b> , the Preamble to the Constitution, the Bill of Rights <del>and Lincoln’s Second Inaugural Address</del> ) for their themes, purposes, and rhetorical features.	The edit allows for the study of non-U.S. documents while keeping the emphasis on documents influential to U.S. history. (Note: Lincoln’s Second Inaugural Address has been moved to grades 9–10 to be with his Gettysburg Address, not removed from the standards altogether.)
11–12	<b>Reading Informational Text Standard 10</b> By the end of grade 11, read and comprehend literary nonfiction in the grades 11–12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 text complexity band independently and proficiently.	<b>Reading Informational Text Standard 10</b> <b>Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course or higher. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</b>	References to instructional strategies such as scaffolding were removed from standards throughout the framework for clarity and brevity. Scaffolding happens routinely in classroom settings and does not need to be a qualifying phrase in standards. Further, this standard was revised throughout the framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to newly added guidance material in the current draft.
11–12	<b>Writing Standard 1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),	<b>Writing Standard 1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),	The edit is for flexibility and to avoid implying that a formal style is always best.



	<p>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>	<p>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 <b>formal style and objective tone appropriate to audience and purpose (e.g., formal for academic writing)</b> 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><b>11–12</b></p>	<p><b>Writing Standard 2</b></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,</p>	<p><b>Writing Standard 2</b></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 <b>text features</b> (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,</p>	<p>“Text features” is more precise and consistent with edits made to the Reading standards. (Regarding style, see the rationale for Writing standard 1 above.)</p>

	<p>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>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 <b>formal style and objective tone appropriate to audience and purpose (e.g., formal for academic writing)</b> 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>	
<b>11–12</b>	<p><b>Writing Standard 3</b></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><b>Writing Standard 3</b></p> <p>Write narratives to develop <b>real or imagined</b> experiences or events using effective <b>literary techniques</b>, well-chosen details, and well-structured <b>event</b> 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 <b>an appropriate</b> 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, <b>and figurative</b> and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e. Demonstrate understanding of how universal themes (e.g., messages about the individual and society or the dynamics of tradition and change) are rendered in writing from a particular point of</b></p>	<p>The edits incorporate expectations for literary technique from Writing standard MA.3.A, which has been deleted from the current draft framework. “Real or imagined” in this context was removed throughout the framework for brevity and to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited for flexibility: not all narrative writing must relate a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>

		<p><b>view.</b></p> <p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
11–12	<p><b>Writing Standard MA.3.A</b></p> <p>Demonstrate understanding of the concept of theme by writing short narratives, poems, essays, speeches, or reflections that respond to universal themes (e.g., challenges, the individual and society, moral dilemmas, the dynamics of tradition and change).</p>	[Standard deleted]	All Writing MA.3.A standards PK–12 were deleted and their content distributed among other Writing standards in order to make the standards more focused and coherent.
11–12	<p><b>Writing Standard 5</b></p> <p>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 on page 67.)</p>	<p><b>Writing Standard 5</b></p> <p>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.</p> <p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 11–12).</p> <p>b. Demonstrate the ability to select accurate and/or expressive vocabulary (as described in Language standards 4-6 up to and including grades 11–12).</p>	Expectations at each grade level were made more consistent across strands in the current draft framework. Attention to vocabulary was already an expectation of Language standards at this grade level; the addition of vocabulary to this Writing standard makes that connection explicit.
11–12	<p><b>Writing Standard 6</b></p> <p>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.</p>	<p><b>Writing Standard 6</b></p> <p>Use technology, including <b>current Web-based communication platforms</b>, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.
11–12	<p><b>Writing Standard 7</b></p> <p>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.</p>	<p><b>Writing Standard 7</b></p> <p>Conduct <b>short as well as more sustained</b> <del>projects</del> 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.</p>	“Projects” and references to their time frames were removed in this context throughout the framework to encourage the integration of research into everyday learning rather than its relegation to stand-alone assignments.
11–12	<p><b>Writing Standard 9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American</p>	<p><b>Writing Standard 9</b></p> <p>Draw evidence from literary or informational texts to support written analysis, <b>interpretation</b>, reflection, and research, <b>applying one or more grades 9–10 standards for Reading Literature or Reading Informational Text as needed.</b></p>	The revision adds flexibility and consistency with the edited version of Reading standard 1. It also avoids focusing attention on some Reading standards at the expense of others.

	<p>literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p>		
11–12	<p><b>Writing Standard 10</b></p> <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>	<p><b>Writing Standard 10</b></p> <p>Write routinely <b>in a variety of genres (e.g., poems, stories, scripts, reflections, speeches, essays)</b> 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>	The edit incorporates the reference to genre variety from Writing standard MA.3.A, which has been deleted from the current draft framework.
11–12	<p><b>Speaking and Listening Standard 4</b></p> <p>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.</p>	<p><b>Speaking and Listening Standard 4</b></p> <p>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, <b>vocabulary</b>, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>(See grades 11–12 Language standards 4–6 for specific expectations regarding vocabulary.)</b></p>	Expectations at each grade level were made more consistent across strands in the current draft framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards at this grade level; the edited Speaking and Listening standard makes that connection explicit.
11–12	<p><b>Language Standard 1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p><b>Language Standard 1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of language.)</p> <p><i>Sentence Structure, Variety, and Meaning</i></p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern</i></p>	Language standard 1 was revised throughout the framework to smooth progressions from grade to grade; to enhance clarity, brevity, and coherence; and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheading <i>Sentence Structure, Variety, and Meaning</i> appears across grade levels in the current draft framework.

		<i>American Usage</i>	
11–12	<p><b>Language Standard 3</b> 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. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>Language Standard 3</b> 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. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. Refine writing by choosing language for conciseness and eliminating wordiness and redundancy.</p>	<p>The revision smoothes progressions in the middle and upper grades: in the current draft, Language standard 3 emphasizes language variation and consistency in grades 6–8, then focuses on conciseness and preciseness in the high school grades.</p>
11–12	<p><b>Language Standard 6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Language Standard 6</b> Acquire and use accurately and expressively grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p> <p>a. Understand and use correctly literary and general academic terms to describe and analyze texts (e.g., terms learned in previous grades, new terms such as <i>allegory, critical approaches to literature [formal, feminist, historical, psychological, sociological], hyperbole, overstatement, understatement, paradox, satire</i>).</p>	<p>The revision incorporates literary concepts from Reading Literature standard MA.8.A, which has been deleted from the current draft framework. Including these concepts in the Language strand encourages their application to speaking, listening, and writing as well as to reading; including them in Language standard 6 makes clear that students should not only understand the concepts but also learn the terminology commonly applied to them in the discipline. (Regarding the references to Writing and Speaking and Listening, see the rationale for Reading Literature standard 4 above.)</p>

## Appendix: Speaking and Listening in History/Social Studies, Science, Mathematics, and Career and Technical Subjects

### Grades 6–8 students:

### Grades 9–10 students:

### Grades 11–12 students:

#### Comprehension and Collaboration

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| <p><b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i>, 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. (Grades 6–8 Reading standard 1 provides specific expectations regarding the use of textual evidence: see page X for Literacy in History/Social Studies or page X for Literacy in Science and Career and Technical Subjects.)</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> | <p><b>1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i>, 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. (Grades 9–10 Reading standard 1 provides specific expectations regarding the use of textual evidence: see page X for Literacy in History/Social Studies or page X for Literacy in Science and Career and Technical Subjects.)</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><b>1.</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>discipline-specific topics, texts, and issues</i>, 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. (Grades 11–12 Reading standard 1 provides specific expectations regarding the use of textual evidence: see page X for Literacy in History/Social Studies or page X for Literacy in Science and Career and Technical Subjects.)</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 and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> |
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**Grades 6–8 students:****Grades 9–10 students:****Grades 11–12 students:***Comprehension and Collaboration (continued)*

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| <p><b>2.</b> 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> | <p><b>2.</b> 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><b>2.</b> Integrate multiple sources of information presented in diverse formats and media (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.</p> |
| <p><b>3.</b> 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.</p>        | <p><b>3.</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>                      | <p><b>3.</b> 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.</p>   |

*Presentation of Knowledge and Ideas*

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| <p><b>4.</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.</p> | <p><b>4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.</p> | <p><b>4.</b> 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, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p><b>5.</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>  | <p><b>5.</b> Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.</p>   | <p><b>5.</b> Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.</p>   |
| <p><b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>  | <p><b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>   | <p><b>6.</b> Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>   |