

2017 Curriculum Framework for English Language Arts and Literacy Grade-by-Grade Explanations of Changes to 2010 Standards

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English Language Arts and Literacy in the Content Areas, Pre-K–12 Anchor Standards

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
PK–12	Reading Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading Standard 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	The deletion is for brevity. Examples appear as necessary in grade-level versions of the standard.
PK–12	Reading Standard MA.8.A Analyze the meanings of literary texts by drawing on knowledge of literary concepts and genres.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
PK–12	Reading Standard 10 Read and comprehend complex literary and informational texts independently and proficiently.	Reading Standard 10 Independently and proficiently read and comprehend complex literary and informational texts.	The edit is for consistency with edited grade-level versions of the standard (see tables below).
PK–12	Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, well-chosen details, and well-structured event sequences.	“Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. “Literary” incorporates expectations from 2010 Writing standard MA.3.A, which was deleted. Wording on event sequences in this context was edited throughout the Framework for flexibility and accuracy: not all narrative writing relates a set of discrete events.
PK–12	Writing Standard MA.3.A Write fiction, personal reflections, poetry, and scripts that demonstrate awareness of literary concepts and genres.	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other standards for focus and coherence.
PK–12	Writing Standard 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing Standard 6 Use technology including the Internet to produce and publish writing and to interact and collaborate with others.	Grade-level versions of the standard (see tables below) were edited for specificity and to keep the Framework relevant as technology evolves. Here the edit is for consistency with the grade-level standards.

Grades	2010 Standard	2017 Standard	Rationale for Change
PK–12	Writing Standard 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing Standard 8 When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.
PK–12	Writing Standard 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing Standard 9 Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.	The edit is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”).
PK–12	Speaking and Listening Standard 4 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.	Speaking and Listening Standard 4 Present information, findings, and supporting evidence such that <ul style="list-style-type: none"> • listeners can follow the line of reasoning and • the organization, development, vocabulary, and style are appropriate to task, purpose, and audience. 	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands. Bullet points are for clarity.
PK–12	Language Standard 6 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.	Language Standard 6 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.	The edit is for flexibility and brevity.

English Language Arts and Literacy in the Content Areas, Pre-Kindergarten

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
PK	Reading Literature Standard 4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud.	Reading Literature Standard 4 With prompting and support, ask and answer questions about unfamiliar words in a story or poem read aloud. (See pre-kindergarten 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 support integration and the use of Language skills and understandings in authentic contexts.
PK	Reading Literature Standard 5 (Begins in kindergarten or when the individual child is ready)	Reading Literature Standard 5 Show awareness of the rhythmic structure of a poem or song by clapping or through movement.	The edit incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted. The focus on structure is consistent with the relevant anchor standard.
PK	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable to literature)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature.
PK	Reading Literature Standard MA.8.A Respond with movement or clapping to a regular beat in poetry or song.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
PK	Writing Standard 2 Use a combination of dictating and drawing to explain information about a topic.	Writing Standard 2 Use a combination of dictating and drawing to supply information about a topic.	The edit is for clarity and consistency with the standard’s kindergarten version.
PK	Writing Standard 3 Use a combination of dictating and drawing to tell a real or imagined story.	Writing Standard 3 Use a combination of dictating and drawing to tell a real or imagined story.	“Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality.
PK	Writing Standard MA.3.A (Begins in kindergarten)	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
PK	Writing Standard 4 (Begins in grade 3)	Writing Standard 4 (Begins in grade 1)	The standard is appropriate for first grade and now begins there. (See the grade 1 table below.)
PK	Writing Standard 6 Recognize that digital tools (e.g., computers, cell phones, cameras, and other devices) are used for communication and, with support and guidance, use them to convey messages in pictures and/or words.	Writing Standard 6 Recognize that digital tools (e.g., computers, mobile phones, cameras and other devices) are used for communication and, with guidance and support, use them to convey messages in pictures and/or words.	Edits are for flexibility, brevity, and consistency.

Grade	2010 Standard	2017 Standard	Rationale for Change
PK	Writing Standard 10 (Begins in grade 3)	Writing Standard 10 (Begins in kindergarten or when the individual child is ready)	The standard is appropriate for kindergarten and now begins there. (See the kindergarten table below.)
PK	Speaking and Listening Standard 4 Describe personal experiences; tell real or imagined stories.	Speaking and Listening Standard 4 Describe personal experiences; tell real or imagined stories.	“Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the speaker’s reality.
PK	Language Standard 1 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> .	Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when speaking. <i>Sentence Structure and Meaning</i> a. Demonstrate the ability to speak in complete sentences and to form questions using frequently occurring nouns, verbs, question words, and prepositions; name and use in context numbers 0–10 (see pre-kindergarten mathematics standards for Counting and Cardinality).	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. References to standards in other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration.
PK	Language Standard 4b (Begins in kindergarten)	Language Standard 4b [Deleted at PK level]	Language standard 4b was deleted from kindergarten. (See the kindergarten table below.)

English Language Arts and Literacy in the Content Areas, Kindergarten

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Grade	2010 Standard	2017 Standard	Rationale for Change
K	Reading Literature Standard 4 Ask and answer questions about unknown words in a text.	Reading Literature Standard 4 Ask and answer questions about unknown words in a text. (See kindergarten 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 support integration and the use of Language skills and understandings in authentic contexts.
K	Reading Literature Standard 5 Recognize common types of texts (e.g., storybooks, poems).	Reading Literature Standard 5 Recognize common types of texts and characteristics of their structure (e.g., story elements in books; rhyme, rhythm, and repetition in poems).	Edits incorporate expectations from 2010 Reading Literature standard MA.8.A, which was deleted. The focus on structure is consistent with the relevant anchor standard.
K	Reading Literature Standard 6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Reading Literature Standard 6 With prompting and support, explain that reading the cover or title page is how to find out who created a book; name the author and illustrator of a book and define the role of each in telling the story.	The edit is for emphasis on generalized conceptual understanding and for consistency with kindergarten Reading Informational Text standards 5 and 6.
K	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable to literature)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature.
K	Reading Literature Standard MA.8.A Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
K	Reading Foundational Skills Standard 4 Read emergent-reader texts with purpose and understanding.	Reading Foundational Skills Standard 4 Read early-emergent-reader texts with purpose and understanding.	The edit is for precision and developmental appropriateness.
K	Writing Standard 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Writing Standard 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information about a topic.	Edits are for brevity and clarity.

Grade	2010 Standard	2017 Standard	Rationale for Change
K	Writing Standard 3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Writing Standard 3 Use a combination of drawing, dictating, and writing to narrate a single event or experience , or several loosely linked events or experiences; sequence the narrative appropriately and provide a reaction to what it describes. a. For poems, use rhyming words to create structure. (See kindergarten Reading Foundational Skills standard 2a.)	Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording on experiences and sequencing was edited to make the standard applicable to various types of poetry as well as to prose. Connections among strands were added to standards throughout the Framework to support integration.
K	Writing Standard MA.3.A With prompting and support, write or dictate poems with rhyme and repetition.	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
K	Writing Standard 4 (Begins in grade 3)	Writing Standard 4 (Begins in grade 1)	The standard is appropriate for grade 1 and now begins there. (See the grade 1 table below.)
K	Writing Standard 5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Writing Standard 5 With guidance and support from adults, 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 (as described in kindergarten Language standards 4–6).	Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.
K	Writing Standard 10 (Begins in grade 3)	Writing Standard 10 Write or dictate writing routinely for a range of tasks, purposes, and audiences.	The standard is appropriate for kindergarten and consistent with expectations set by other kindergarten Writing standards.

Grade	2010 Standard	2017 Standard	Rationale for Change
K	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned previously.</p> <p><i>Sentence Structure and Meaning</i></p> <ol style="list-style-type: none"> Demonstrate the ability to produce and expand complete sentences using frequently occurring nouns, pronouns, adjectives, verbs, question words, and prepositions; name and use in context numbers 0–100 (see kindergarten mathematics standards for Counting and Cardinality). Form questions that seek additional information, rather than a simple yes/no answer. <p><i>Word Usage</i></p> <ol style="list-style-type: none"> Form regular plural nouns orally by adding /s/ or /es/. 	<p>Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Expectations for printing letters now appear in Language standard 2, which focuses on written conventions. References to standards in other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration.</p>
K	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Print upper- and lowercase letters. Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. Write numbers 0–20 (see kindergarten mathematics standards for Counting and Cardinality). 	<p>Expectations for printing were relocated from Language standard 1, which concerns aspects of grammar and usage applicable to both writing and speaking, to Language standard 2, which focuses on writing. References to standards in other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration.</p>
K	<p>Language Standard 4b 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>Language Standard 4b [Deleted at K level]</p>	<p>Inflections and affixes also appear in grade 1 and are more appropriately introduced then.</p>
K	<p>Language Standard 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Language Standard 6 Use words and phrases acquired through conversations, activities in the kindergarten curriculum, reading and being read to, and responding to texts.</p>	<p>The edit is to support cross-curricular coherence and integration, to encourage the study of vocabulary in context rather than in isolation, and to reinforce links between vocabulary and content knowledge.</p>

English Language Arts and Literacy in the Content Areas, Grade 1

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Grade	2010 Standard	2017 Standard	Rationale for Change
1	Reading Literature Standard 4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Reading Literature Standard 4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 1 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 support integration and the use of Language skills and understandings in authentic contexts.
1	Reading Literature Standard 5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Reading Literature Standard 5 Identify characteristics of common types of stories, including folktales and fairy tales.	The edit incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted. Expectations for range of reading appear in Reading standard 10, and expectations for informational text appear in the Reading Informational Text strand.
1	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding central messages or lessons in stories, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
1	Reading Literature Standard MA.8.A Identify characteristics commonly shared by folktales and fairy tales.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
1	Reading Literature Standard 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Reading Literature Standard 10 With prompting and support, read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 1. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
1	Reading Informational Text Standard 10 With prompting and support, read informational texts appropriately complex for grade 1.	Reading Informational Text Standard 10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.

Grade	2010 Standard	2017 Standard	Rationale for Change
1	Writing Standard 3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Writing Standard 3 Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences , include some details about what happened or was experienced , use temporal words to signal event order where appropriate , and provide some sense of closure. a. For poems, use rhyming words and words that repeat long or short vowel sounds to create structure (see grade 1 Reading Foundational Skills standard 2a).	Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording on experiences and sequencing was edited to make the standard applicable to various types of poetry as well as to prose. Connections among strands were added to standards throughout the Framework to support integration.
1	Writing Standard MA.3.A Write poems with rhyme and repetition.	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
1	Writing Standard 4 (Begins in grade 3)	Writing Standard 4 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 consistent with expectations set by other grade 1 Writing standards.
1	Writing Standard 5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Writing Standard 5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 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).	Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.
1	Writing Standard 10 (Begins in grade 3)	Writing Standard 10 Write routinely for a range of tasks, purposes, and audiences.	The standard is appropriate for grade 1 and consistent with expectations set by other grade 1 Writing standards.
1	Speaking and Listening Standard 4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Speaking and Listening Standard 4 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.)	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.

Grade	2010 Standard	2017 Standard	Rationale for Change
1	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). 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>). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. 	<p>Language Standard 1 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.</p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> a. Produce and expand simple and compound sentences. b. Demonstrate understanding that a question is a type of sentence. c. Use singular and plural nouns with matching verbs in sentences. d. Use verbs in sentences to convey a sense of past, present, and future. <p><i>Word Usage</i></p> <ul style="list-style-type: none"> e. Use common, proper, and possessive nouns. f. Use personal, possessive, and indefinite pronouns. g. Use frequently occurring prepositions, adjectives, adverbs, conjunctions, and articles. 	<p>Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Expectations for the types of sentences students produce were adjusted in grades 1–3 to create a more logical progression from grade to grade. Expectations for printing now appear in Language standard 2, which focuses on written conventions.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
1	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Print legibly all upper- and lowercase letters. b. Use end punctuation for sentences. c. Capitalize the names of months and people. d. Use commas in dates and to separate individual words in a series. e. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. f. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. g. Write numerals up to 120 (see grade 1 mathematics standards for Numbers and Operations in Base 10); understand that numbers are also written as words; write words for numbers from one to ten. 	<p>Expectations for printing were relocated from Language standard 1, which concerns aspects of grammar and usage applicable to both writing and speaking, to Language standard 2, which focuses on writing. References to standards in other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration. Other minor edits are for clarity.</p>
1	<p>Language Standard 6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>Language Standard 6 Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., <i>because</i>) to signal simple relationships. (See grade 1 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>The reference to curriculum is to support cross-curricular coherence and integration and to reinforce links between vocabulary and content knowledge. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts and Literacy in the Content Areas, Grade 2

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Grade	2010 Standard	2017 Standard	Rationale for Change
2	Reading Literature Standard 2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Reading Literature Standard 2 Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	The edit is for consistency with the standard’s wording in grades PK–1.
2	Reading Literature Standard 4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Reading Literature Standard 4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 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 support integration and the use of Language skills and understandings in authentic contexts.
2	Reading Literature Standard 6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Reading Literature Standard 6 Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.	The edit incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted.
2	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
2	Reading Literature Standard MA.8.A 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 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
2	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
2	Reading Informational Text Standard 3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Reading Informational Text Standard 3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts , or steps in technical procedures in a text.	References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework.

Grade	2010 Standard	2017 Standard	Rationale for Change
2	Reading Informational Text Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical , and technical texts, exhibiting complexity appropriate for at least grade 2. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. The parenthetical reference is to new guidance material.
2	Writing Standard 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Writing Standard 3 Write narratives in prose or poem form that recount a well-elaborated event or experience , or a set of events or experiences ; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal event order where appropriate ; and provide a sense of closure. a. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature standard 4.)	Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording on experiences and sequencing was edited to make the standard applicable to various types of poetry as well as to prose. Connections among strands were added to standards throughout the Framework to support integration.
2	Writing Standard MA.3.A Write stories or poems with dialogue.	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
2	Writing Standard 4 (Begins in grade 3)	Writing Standard 4 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 2 and consistent with expectations set by other grade 2 Writing standards.
2	Writing Standard 5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Writing Standard 5 With guidance and support from adults and peers, Focus on a topic and strengthen writing as needed by revising and editing. 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 2).	Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.
2	Writing Standard 10 (Begins in grade 3)	Writing Standard 10 Write routinely for a range of tasks, purposes, and audiences.	The standard is appropriate for grade 2 and consistent with expectations set by other grade 2 Writing standards.

Grade	2010 Standard	2017 Standard	Rationale for Change
2	<p>Speaking and Listening Standard 4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Speaking and Listening Standard 4 Tell a story, recount an experience, or explain how to solve a mathematical problem with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences and using appropriate vocabulary. (See grade 2 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.
2	<p>Speaking and Listening Standard 5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Speaking and Listening Standard 5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or descriptions of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	The edit is for clarity.
2	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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.) 	<p>Language Standard 1 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.</p> <p>Sentence Structure and Meaning</p> <ul style="list-style-type: none"> 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. <p>Word Usage</p> <ul style="list-style-type: none"> 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 edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Expectations for the types of sentences students produce were adjusted in grades 1–3 to create a more logical progression from grade to grade. Expectations for abbreviations were expanded and moved to Language standard 4, which focuses on vocabulary.

Grade	2010 Standard	2017 Standard	Rationale for Change
2	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> 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>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Print upper- and lowercase letters legibly and fluently. 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. 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. g. Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”). 	<p>The 2010 standards included expectations for handwriting at grades K, 1, and 4 only; the 2017 Framework bridges the gap by also addressing handwriting at grades 2 and 3. References to other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
2	<p>Language Standard 4</p> <p>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> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>Language Standard 4</p> <p>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> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. f. Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>a.m., p.m.</i>) g. Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>\$, ¢</i>). 	<p>Expectations for abbreviations were relocated from Language standard 1, which concerns grammar and usage, to Language standard 4, which focuses on vocabulary. Expectations for symbols were added to tighten connections to literacy skills in other disciplines (e.g., representing money in mathematics).</p>
2	<p>Language Standard 6</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Language Standard 6</p> <p>Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>The reference to curriculum is to support cross-curricular coherence and integration and to reinforce links between vocabulary and content knowledge. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts and Literacy in the Content Areas, Grade 3

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
3	Reading Literature Standard 2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Reading Literature Standard 2 Retell stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.	The edit is for consistency with the standard’s wording in other grades.
3	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language standards 4–6 on applying knowledge of vocabulary to reading.)	“Figurative” is for clarity. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
3	Reading Literature Standard 5 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.	Reading Literature Standard 5 Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.	The edit incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted. The focus on structure is consistent with the relevant anchor standard.
3	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding central messages, lessons, or morals in stories, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
3	Reading Literature Standard MA.8.A 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 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
3	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.

Grade	2010 Standard	2017 Standard	Rationale for Change
3	Reading Informational Text Standard 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Reading Informational Text Standard 3 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 where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework.
3	Reading Informational Text Standard 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Reading Informational Text Standard 7 Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	The edit is to support cross-curricular coherence and integration.
3	Reading Informational Text Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical , and technical texts, exhibiting complexity appropriate for at least grade 3. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. The parenthetical reference is to new guidance material.
3	Writing Standard 1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	Writing Standard 1 Write opinion pieces on topics or texts, supporting an opinion with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.	The edit is for clarity and consistency with the standard’s wording in other grades.

Grade	2010 Standard	2017 Standard	Rationale for Change
3	<p>Writing Standard 3 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"> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. 	<p>Writing Standard 3 Write narratives in prose or poem form to develop real or imagined experiences or events using effective literary techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations. Use figurative language to suggest images. (See grade 3 Reading Literature standard 4.) Use temporal words and phrases to signal event order where appropriate. Provide a sense of closure. For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect. 	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording was edited to make the standard applicable to various types of poetry as well as to prose. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Connections among strands were added to standards throughout the Framework to support integration.</p>
3	<p>Writing Standard MA.3.A Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</p>	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
3	<p>Writing Standard 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Writing Standard 4 With guidance and support from adults 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.)</p>	“With guidance and support from adults” was removed from standards in grades 3–8 for brevity and consistency. Consideration of audience is appropriate for grade 3.
3	<p>Writing Standard 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 36–37.)</p>	<p>Writing Standard 5 With guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, and editing.</p> <ol style="list-style-type: none"> Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 3). Demonstrate the ability to choose and use appropriate vocabulary (as described in Language standards 4–6 up to and including grade 3). 	“With guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.

Grade	2010 Standard	2017 Standard	Rationale for Change
3	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence).</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>
3	<p>Speaking and Listening Standard 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>Speaking and Listening Standard 4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
3	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>Language Standard 1 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 grade 3 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> a. Produce, expand, and rearrange complete simple, compound, and complex sentences. b. Ensure subject-verb and pronoun-antecedent agreement. c. Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence. d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence. 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><i>Word Usage</i></p> <ul style="list-style-type: none"> f. Use abstract nouns. g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. 	<p>Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Expectations for the types of sentences students produce were adjusted in grades 1–3 to create a more logical progression from grade to grade. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
3	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Write legibly and fluently by hand, using either printing or cursive handwriting. b. Capitalize appropriate words in titles. c. Use commas in addresses. d. Use commas and quotation marks in dialogue. e. Form and use possessives. 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>). g. Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., “Three pandas could be seen eating leaves high in the bamboo grove”). h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. i. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>The 2010 standards include expectations for handwriting at grades K, 1, and 4 only; the 2017 Framework bridges the gap by also addressing handwriting at grades 2 and 3. References to other subject areas were added throughout the Framework where appropriate to support cross-curricular coherence and integration.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
3	<p>Language Standard 4</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 strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). 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>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>Language Standard 4</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 strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). 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>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>N, S, E, W</i> on a map). f. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i><, ></i>). 	<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>
3	<p>Language Standard 6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Language Standard 6</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts and Literacy in the Content Areas, Grade 4

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
4	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>); explain how figurative language (e.g., simile, metaphor) enriches a text. (See grade 4 Language standards 4–6 on applying knowledge of vocabulary to reading.)	Edits incorporate expectations from 2010 Reading Literature standard MA.8.A, which was deleted. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
4	Reading Literature Standard 5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Reading Literature Standard 5 Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text.	Edits are to broaden the standard’s scope: structural elements of prose may be studied along with those of poetry and drama.
4	Reading Literature Standard 7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Reading Literature Standard 7 Make connections between a written story or drama and its visual or oral presentation of the text , identifying where the presentation reflects specific descriptions and directions in the written text.	Wording throughout the standards was adjusted to clarify that texts come in forms other than words on a page.
4	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
4	Reading Literature Standard MA.8.A 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 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.

Grade	2010 Standard	2017 Standard	Rationale for Change
4	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
4	Reading Informational Text Standard 3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Reading Informational Text Standard 3 Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical , or technical text, including what happened and why, based on specific information in the text.	References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework.
4	Reading Informational Text Standard 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical , and technical texts, exhibiting complexity appropriate for at least grade 4. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify expectations for the range of texts students encounter. References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. The parenthetical reference is to new guidance material.
4	Writing Standard 1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Writing Standard 1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.	“Paragraphs and sections” appear in Writing standard 2 but not Writing standard 1 in the 2010 standards. The edit is for consistency.
4	Writing Standard 2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Standard 2a Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	The edit is for precision and consistency with the Reading standards.

Grade	2010 Standard	2017 Standard	Rationale for Change
4	<p>Writing Standard 3 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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>Writing Standard 3 Write narratives in prose or poem form to develop real or imagined experiences or events using effective literary techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use dialogue and description to develop experiences or events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely. Provide a sense of closure appropriate to the narrated experiences or events. For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives. (See grade 4 Reading Literature standard 5.) 	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording was edited to make the standard applicable to various types of poetry as well as to prose. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Connections among strands were added to standards throughout the Framework to support integration.</p>
4	<p>Writing Standard MA.3.A Write stories, poems, and scripts that use similes and/or metaphors.</p>	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
4	<p>Writing Standard 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 39.)</p>	<p>Writing Standard 5 With guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, and editing.</p> <ol style="list-style-type: none"> Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 4). Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language standards 4–6 up to and including grade 4). 	<p>“With guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
4	<p>Writing Standard 6</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 one page in a single sitting.</p>	<p>Writing Standard 6</p> <p>With some guidance and support from adults Use technology, including current Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p>	<p>“With some guidance and support from adults” was removed from standards in grades 3–8 for brevity and consistency. “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.</p>
4	<p>Writing Standard 9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Writing Standard 9</p> <p>Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>
4	<p>Speaking and Listening Standard 1a</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Speaking and Listening Standard 1a</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>
4	<p>Speaking and Listening Standard 2</p> <p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Speaking and Listening Standard 2</p> <p>Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Wording throughout the standards was adjusted to clarify that texts come in forms other than words on a page.</p>
4	<p>Speaking and Listening Standard 4</p> <p>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.</p>	<p>Speaking and Listening Standard 4</p> <p>Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 4 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
4	<p>Speaking and Listening Standard 6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 39 for specific expectations.)</p>	<p>Speaking and Listening Standard 6 Differentiate between contexts that call for formal English (e.g., presenting research findings) 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.)</p>	<p>The edit is for flexibility and accuracy: ideas may be presented informally in small-group discussion.</p>
4	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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. 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>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). MA.1.h. Write legibly by hand, using either printing or cursive handwriting. <p>For the use of computer technology in writing, see Writing standard 6.</p>	<p>Language Standard 1 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 grade 4 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p> <p><i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> a. Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences. b. Correctly use frequently confused words (e.g., <i>their/there</i>). 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. d. Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence. e. Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction. <p><i>Word Usage</i></p> <ul style="list-style-type: none"> f. Form and use progressive verb tenses. 	<p>Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Expectations for handwriting now appear in Language standard 2, which focuses on written conventions. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
4	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. b. Use correct capitalization. c. Use commas and quotation marks to mark direct speech and quotations from a text. d. Use a comma before a coordinating conjunction in a compound sentence. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Handwriting in grade 4 was relocated from Language standard 1, which concerns aspects of grammar and usage applicable 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>Language Standard 4 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> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>Language Standard 4 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> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 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>sec.</i>). e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <i>&</i>, <i>#</i>, <i>*</i>). 	<p>Expectations for abbreviations and symbols were added to tighten connections to literacy skills in other disciplines (e.g., measuring time in mathematics).</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
4	<p>Language Standard 6 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).</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <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). (See grade 4 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts and Literacy in the Content Areas, Grade 5

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
5	Reading Literature Standard 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Reading Literature Standard 1 Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing standard 8 for more on paraphrasing.)	Paraphrasing was already an expectation of the Writing standards at this grade level; including it here tightens connections between the strands.
5	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 on applying knowledge of vocabulary to reading.)	Edits incorporate expectations from 2010 Reading Literature standard MA.8.A, which was deleted. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
5	Reading Literature Standard 6 Describe how a narrator’s or speaker’s point of view influences how events are described.	Reading Literature Standard 6 Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.	The edit is to clarify the standard’s broad scope.
5	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
5	Reading Literature Standard MA.8.A Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
5	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See pages _–_ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
5	Reading Informational Text Standard 2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Reading Informational Text Standard 2 Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.	The edit is to allow teachers more freedom in choosing texts; not all texts have two or more main ideas.

Grade	2010 Standard	2017 Standard	Rationale for Change
5	Reading Informational Text Standard 3 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.	Reading Informational Text Standard 3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical , or technical texts based on specific information in the text.	References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework.
5	Reading Informational Text Standard 5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Reading Informational Text Standard 5 Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) to present information in a text.	In the 2010 standards, this standard requires more than one text only at grade 5. The edited wording keeps the standard focused throughout the grades on what students do rather than how many texts they encounter. Other Reading standards set expectations for working with multiple texts.
5	Reading Informational Text Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical , and technical texts, exhibiting complexity appropriate for at least grade 5. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify expectations for the range of texts students encounter. References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. The parenthetical reference is to new guidance material.
5	Writing Standard 1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.	Writing Standard 1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.	“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical across grades. The edit is for consistency.
5	Writing Standard 2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Writing Standard 2a Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections ; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical across grades. Their addition here is for consistency. “Text features” is for accuracy and consistency with the Reading standards.

Grade	2010 Standard	2017 Standard	Rationale for Change
5	<p>Writing Standard 3 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"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. 	<p>Writing Standard 3 Write narratives in prose or poem form to develop real or imagined experiences or events using effective literary techniques, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences or events precisely. Provide a sense of closure appropriate to the narrated experiences or events. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature standard 9.) For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing. 	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. Wording was edited to make the standard applicable to various types of poetry as well as to prose. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Connections among strands were added to standards throughout the Framework to support integration.</p>
5	<p>Writing Standard MA.3.A 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 were deleted and their contents adapted for integration into other Writing standards for focus and coherence.

Grade	2010 Standard	2017 Standard	Rationale for Change
5	<p>Writing Standard 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 39.)</p>	<p>Writing Standard 5 With guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 5). b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language standards 4–6 up to and including grade 5).</p>	<p>“With guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.</p>
5	<p>Writing Standard 6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>Writing Standard 6 With some guidance and support from adults Use technology, including current Web-based communication platforms, 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>“With some guidance and support from adults” was removed from standards in grades 3–8 for brevity and consistency. “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.</p>
5	<p>Writing Standard 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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>	<p>Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>
5	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
5	<p>Speaking and Listening Standard 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>Speaking and Listening Standard 4 Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	References to mathematics were added where appropriate throughout the Framework to support new guidance on literacy in the mathematics Framework. Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.
5	<p>Speaking and Listening Standard 5 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>Speaking and Listening Standard 5 Include multimedia components (e.g., graphics, sound) 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>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>Language Standard 1 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 grade 5 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.) <i>Sentence Structure and Meaning</i></p> <ul style="list-style-type: none"> a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence. b. Recognize and correct inappropriate shifts in verb tense. c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence. <p><i>Word Usage</i></p> <ul style="list-style-type: none"> d. Form and use perfect verb tenses. 	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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> now appear across grade levels. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.

Grade	2010 Standard	2017 Standard	Rationale for Change
5	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. 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>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>Language Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive. b. Use punctuation to separate items in a series c. Use a comma to separate an introductory element from the rest of the sentence. 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>). e. Use underlining, quotation marks, or italics to indicate titles of works. f. Spell grade-appropriate words correctly, consulting references as needed. 	<p>The 2010 standards include expectations for handwriting at grades K, 1, and 4 only; the 2017 Framework strengthens the progression by also addressing handwriting at grades 2, 3, and 5. Signing one's name is a skill crucial to adult life.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
5	<p>Language Standard 4 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> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<p>Language Standard 4 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> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (e.g., <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 symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature). 	<p>Expectations for abbreviations and symbols were added to tighten connections to literacy skills in other disciplines.</p>
5	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>). (See grade 5 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts, Grade 6

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
6	Reading Literature Standard 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading Literature Standard 1 Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate . <i>(See grade 6 Writing standard 8 for more on quoting and paraphrasing.)</i>	Quoting and paraphrasing were already expectations of the Writing standards at this grade level; including them here tightens connections between the strands.
6	Reading Literature Standard 3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Reading Literature Standard 3 Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	The edit is for flexibility: some poems have plots.
6	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author’s attitude toward subject or audience), or mood (i.e., emotional atmosphere) . <i>(See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.)</i>	Edits are to clarify and smooth the standard’s progression through the middle grades and to incorporate expectations from Reading Literature standard MA.8.A, which was deleted. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
6	Reading Literature Standard 7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Reading Literature Standard 7 Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text .	Edits are for clarity, flexibility, and brevity, and to clarify that texts come in forms other than words on a page.
6	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.

Grade	2010 Standard	2017 Standard	Rationale for Change
6	Reading Literature Standard MA.8.A Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
6	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
6	Reading Informational Text Standard 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Reading Informational Text Standard 2 Determine a text’s central idea(s) and how particular details help convey the idea(s); provide a summary of the text distinct from personal opinions or judgments.	Edits are to smooth the standard’s progression from grade 5 to grade 7: the 2010 version of this standard has “two or more main ideas” at grade 5, “a central idea” at grade 6, and “two or more central ideas” again at grade 7.
6	Reading Informational Text Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Reading Informational Text Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language standards 4–6 on applying knowledge of vocabulary to reading.)	The edit is for consistency with the standard’s wording in grades 7 and 8.
6	Reading Informational Text Standard 5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Reading Informational Text Standard 5 Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.	The 2010 Reading standards mention text features only in the earliest grades, when students are first learning what they are. Revisiting the subject more analytically in the middle grades not only strengthens the Reading progression but also tightens connections to the Writing strand, which includes expectations for text features at this grade level.
6	Reading Informational Text Standard 7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Reading Informational Text Standard 7 Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.	The edit is for specificity.

Grade	2010 Standard	2017 Standard	Rationale for Change
6	<p>Reading Informational Text Standard 10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading Informational Text Standard 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.</p>
6	<p>Writing Standard 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style. Provide a concluding statement or section that follows from the argument presented. 	<p>Writing Standard 1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. Establish and maintain a formal style appropriate to audience and purpose (e.g., formal for academic writing). Provide a concluding statement or section that follows from the argument presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. Other edits are for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
6	<p>Writing Standard 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>Writing Standard 2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. “Text features” is for accuracy and consistency with the Reading standards. Other edits are for flexibility—to emphasize that not all effective explanations are traditional academic essays.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
6	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., “the fog crept in”) to convey experiences or events. e. Provide a conclusion that follows from the narrated experiences or events. 	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited in this context throughout the Framework for flexibility: not all narrative writing relates a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
6	<p>Writing Standard MA.3.A 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 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
6	<p>Writing Standard 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 65.)</p>	<p>Writing Standard 5 With some guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ul style="list-style-type: none"> a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 6). b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 6). 	<p>“With some guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
6	<p>Writing Standard 6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>Writing Standard 6 Use technology, including current Web-based communication platforms, 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>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>
6	<p>Writing Standard 7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>Writing Standard 7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p>The edit is for consistency with the standard’s wording in higher grades and to emphasize that students should engage in research projects of varying scopes.</p>
6	<p>Writing Standard 8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>Writing Standard 8 When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
6	<p>Writing Standard 9 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”).</p>	<p>Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>
6	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
6	Speaking and Listening Standard 4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Speaking and Listening Standard 4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary , eye contact, adequate volume, and clear pronunciation. (See grade 6 Language standards 4–6 for specific expectations regarding vocabulary.)	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands. Other minor edits are for brevity.
6	Speaking and Listening Standard 5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Speaking and Listening Standard 5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	The edit is for brevity and clarity: images and graphics are visual displays, and music is sound.
6	Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., <i>myself, ourselves</i>). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 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.	Language Standard 1 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 grade 6 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.) <i>Sentence Structure, Variety, and Meaning</i> a. Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing. 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. c. Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Some content was exchanged between grades 6 and 7: now, students first work with various configurations of phrases and clauses (grade 6), then focus on the role of pronouns in managing connections among them (grade 7). Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
6	Language Standard 2b Spell correctly.	Language Standard 2b Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).	The edit is for consistency with other standards, which expect students to understand that language use varies across contexts and time.

Grade	2010 Standard	2017 Standard	Rationale for Change
6	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. 	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 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>The edit is to smooth progressions in the middle and upper grades: Language standard 3 now emphasizes language variation and consistency in grades 6–8, then focuses more on concision and precision in the high school grades.</p>
6	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 6 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 6 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts, Grade 7

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
7	Reading Literature Standard 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading Literature Standard 1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing standard 8 for more on quoting and paraphrasing.)	Quoting and paraphrasing were already expectations of the Writing standards at this grade level; including them here tightens connections between the strands.
7	Reading Literature Standard 3 Describe how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Reading Literature Standard 3 Describe how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).	The edit is for flexibility: poems as well as stories and dramas can have interacting elements.
7	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a play or drama.	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language standards 4–6 on applying knowledge of vocabulary to reading.)	The edit is to clarify and smooth the standard’s progression through the middle grades and to incorporate expectations from Reading Literature standard MA.8.A, which was deleted. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
7	Reading Literature Standard 5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Reading Literature Standard 5 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).	The edit is for flexibility: structure contributes to meaning and more, in prose as well as in drama and poetry.
7	Reading Literature Standard 7 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).	Reading Literature Standard 7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	The edit is for flexibility regarding how students meet the standard’s main expectation.
7	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.

Grade	2010 Standard	2017 Standard	Rationale for Change
7	Reading Literature Standard MA.8.A Interpret a literary work by analyzing how the author uses literary elements (e.g., mood, tone, point of view, personification, symbolism).	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
7	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
7	Reading Informational Text Standard 2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Reading Informational Text Standard 2 Determine a text’s central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.	The edit is to smooth progressions from grade 6 to grade 8: the 2010 version of this standard has “a central idea” at grade 6, “two or more central ideas” at grade 7, and “a central idea” again at grade 8.
7	Reading Informational Text Standard 5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Reading Informational Text Standard 5 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.	The 2010 Reading standards mention text features only in the earliest grades, when students are first learning what they are. Revisiting the subject more analytically in the middle grades not only strengthens the Reading progression but also tightens connections to the Writing strand, which includes expectations for text features at this grade level.
7	Reading Informational Text Standard 7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Reading Informational Text Standard 7 Compare and contrast a written text to an audio, video, or multimedia version of the text , analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Wording throughout the standards was adjusted to clarify that texts come in forms other than words on a page.
7	Reading Informational Text Standard 10 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.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.

Grade	2010 Standard	2017 Standard	Rationale for Change
7	<p>Writing Standard 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Writing Standard 1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. Other edits are for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
7	<p>Writing Standard 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Writing Standard 2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>“Paragraphs and sections” appeared in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remained otherwise identical or very similar across grades. Their addition here is for consistency. “Text features” is for accuracy and consistency with the Reading standards. Other edits are for flexibility—to emphasize that not all effective explanations are traditional academic essays.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
7	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited in this context throughout the Framework for flexibility: not all narrative writing relates a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
7	<p>Writing Standard MA.3.A 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 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
7	<p>Writing Standard 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 65.)</p>	<p>Writing Standard 5 With some guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 7).</p> <p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 7).</p>	<p>“With some guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
7	Writing Standard 6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Writing Standard 6 Use technology, including current Web-based communication platforms , to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.
7	Writing Standard 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Writing Standard 7 Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	The edit is for consistency with the standard's wording in higher grades and to emphasize that students should engage in research projects of varying scopes.
7	Writing Standard 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Writing Standard 8 When conducting research , gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	The edit is to clarify that the standard's various components fit together into a single process: conducting academic research.
7	Writing Standard 9 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").	Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, interpretation , reflection, and research, applying one or more grade 7 standards for Reading Literature or Reading Informational Text as needed .	"Interpretation" is for flexibility and consistency with the Framework's description of college- and career-ready students (in 2010, "Students cite specific evidence when offering an oral or written interpretation of a text"; now, "Students cite specific evidence when offering an oral or written analysis or interpretation of a text"). Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.

Grade	2010 Standard	2017 Standard	Rationale for Change
7	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	Connections among strands were added to standards throughout the Framework to support integration.
7	<p>Speaking and Listening Standard 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Speaking and Listening Standard 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. (See grade 7 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands. Other minor edits are for brevity.
7	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	<p>Language Standard 1 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 grade 7 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.) <i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> a. Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity. b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents). c. Recognize and correct inappropriate shifts in pronoun number and person in sentences with multiple clauses and phrases. 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. 	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Some content was exchanged between grades 6 and 7: now, students first work with various configurations of phrases and clauses (grade 6), then focus on the role of pronouns in managing connections among them (grade 7). Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.

Grade	2010 Standard	2017 Standard	Rationale for Change
7	<p>Language Standard 2b Spell correctly.</p>	<p>Language Standard 2b Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p>The edit is for consistency with other standards, which expect students to understand that language use varies across contexts and time.</p>
7	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 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 edit is to smooth progressions in the middle and upper grades: Language standard 3 now emphasizes language variation and consistency in grades 6–8, then focuses more on concision and precision in the high school grades.</p>
7	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 7 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 7 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts, Grade 8

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grade	2010 Standard	2017 Standard	Rationale for Change
8	Reading Literature Standard 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Reading Literature Standard 1 Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing standard 8 for more on quoting and paraphrasing.)	Quoting and paraphrasing were already expectations of the Writing standards at this grade level; including them here tightens connections between the strands.
8	Reading Literature Standard 3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Reading Literature Standard 3 Analyze how particular lines of dialogue or incidents in a story, poem , or drama propel the action, reveal aspects of a character, or provoke a decision.	The edit is for flexibility: some poems have dialogue and action.
8	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood , including the use of allusion and irony. (See grade 8 Language standards 4–6 on applying knowledge of vocabulary to reading.)	Edits are to clarify and smooth the standard’s progression through the middle grades and to incorporate expectations from Reading Literature standard MA.8.A, which was deleted. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
8	Reading Literature Standard 5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Reading Literature Standard 5 Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.	The edit is for clarity.
8	Reading Literature Standard 6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Reading Literature Standard 6 Analyze how differences in the points of view between characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	The edit is for clarity and for consistency with the Writing standards, which use “audience” to mean “reader.”
8	Reading Literature Standard 7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Reading Literature Standard 7 Analyze the extent to which an audio , filmed, or staged production of a story, drama, or poem stays faithful to or departs from the original , evaluating the choices made by the director or performer(s).	The edits are for clarity and flexibility, and to clarify that texts come in forms other than words on a page.

Grade	2010 Standard	2017 Standard	Rationale for Change
8	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
8	Reading Literature Standard MA.8.A Identify and analyze the characteristics of irony and parody in literary works.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.
8	Reading Literature Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.
8	Reading Informational Text Standard 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Reading Informational Text Standard 2 Determine a text’s central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.	The edit is to smooth progressions from grade 6 to grade 8: the 2010 version of this standard has “a central idea” at grade 6, “two or more central ideas” at grade 7, and “a central idea” again at grade 8.
8	Reading Informational Text Standard 5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Reading Informational Text Standard 5 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.	The 2010 Reading standards mention text features only in the earliest grades, when students are first learning what they are. Revisiting the subject more analytically in the middle grades not only strengthens the Reading progression but also tightens connections to the Writing strand, which includes expectations for text features at this grade level. Other minor edits are for clarity and flexibility.
8	Reading Informational Text Standard 10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Writing Standard 1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Writing Standard 1 Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. Other edits are for flexibility—to emphasize that not all effective arguments are traditional academic essays</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Writing Standard 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>Writing Standard 2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. “Text features” is for accuracy and consistency with the Reading standards. Other edits are for flexibility—to emphasize that not all effective explanations are traditional academic essays</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Writing Standard 3 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"> 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. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. Use precise words and phrases and relevant descriptive details to convey a tone (the writer’s attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited in this context throughout the Framework for flexibility: not all narrative writing relates a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
8	<p>Writing Standard MA.3.A Write short narratives, poems, scripts, or personal reflections that demonstrate understanding of the concepts of irony or parody.</p>	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
8	<p>Writing Standard 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 65.)</p>	<p>Writing Standard 5 With some guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <ol style="list-style-type: none"> Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grade 8). Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grade 8). 	<p>“With some guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency. Using appropriate vocabulary in writing was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Writing Standard 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>Writing Standard 6 Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>
8	<p>Writing Standard 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Writing Standard 7 Conduct short as well as more sustained 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.</p>	<p>The edit is for consistency with the standard’s wording in higher grades and to emphasize that students should engage in research projects of varying scopes.</p>
8	<p>Writing Standard 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Writing Standard 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
8	<p>Writing Standard 9 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”).</p>	<p>Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	Connections among strands were added to standards throughout the Framework to support integration.
8	<p>Speaking and Listening Standard 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>Speaking and Listening Standard 4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. (See grade 8 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands. Other minor edits are for brevity.
8	<p>Speaking and Listening standard 5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p>Speaking and Listening standard 5 Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	The edit is for clarity and consistency with the standard’s wording in grades 6 and 7.
8	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. 	<p>Language Standard 1 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 grade 8 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.) <i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> a. Coordinate phrases and clauses in simple, compound, complex, and compound-complex sentences, with emphasis on agreement of pronouns and their antecedents. 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. 	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.

Grade	2010 Standard	2017 Standard	Rationale for Change
8	<p>Language Standard 2c Spell correctly.</p>	<p>Language Standard 2c Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).</p>	<p>The edit is for consistency with other standards, which expect students to understand that language use varies across contexts and time.</p>
8	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Language Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest. 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 edit is to smooth progressions in the middle and upper grades: Language standard 3 now emphasizes language variation and consistency in grades 6–8, then focuses more on concision and precision in the high school grades.</p>
8	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grade 8 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grade 8 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts, Grades 9–10

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Reading Literature Standard 4 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, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language standards 4–6 on applying knowledge of vocabulary to reading.)	This standard’s progression was adjusted to allow for more sophisticated rhetorical analysis in grades 11–12 (see the grades 11–12 table below). Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
9–10	Reading Literature Standard 6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Reading Literature Standard 6 Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, 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. The edited wording also incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted.
9–10	Reading Literature Standard 7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	Reading Literature Standard 7 Analyze a critical response to 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 supporting it.	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 (primary sources) but also with what others have to say about it (secondary sources).
9–10	Reading Literature Standard 8 (Not applicable to literature)	Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.
9–10	Reading Literature Standard MA.8.A Relate a work of fiction, poetry, or drama to the seminal ideas of its time.	[Standard deleted]	All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Reading Literature Standard 10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.</p>
9–10	<p>Reading Informational Text Standard 3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>Reading Informational Text Standard 3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them.</p>	<p>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.</p>
9–10	<p>Reading Informational Text Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Reading Informational Text Standard 4 Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper, how an author’s word choice varies from one part of a text to another). (See grades 9–10 Language standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>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 edits recognize that not all texts are cohesive wholes—that dissonance can occur within a text as well as between texts. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>
9–10	<p>Reading Informational Text Standard 7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Reading Informational Text Standard 7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized or deemphasized in each account.</p>	<p>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.</p>
9–10	<p>Reading Informational Text Standard 8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Reading Informational Text Standard 8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements or incomplete truths and fallacious reasoning.</p>	<p>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.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Reading Informational Text Standard 9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>Reading Informational Text Standard 9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, Lincoln’s Second Inaugural and Gettysburg Addresses, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>The deletion is to allow for the study of non-U.S. documents while keeping the emphasis on U.S. history. Lincoln’s Second Inaugural Address has been moved here from grades 11–12 to allow for other examples at that grade span.</p>
9–10	<p>Reading Informational Text Standard 10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>Reading Informational Text Standard 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing Standard 1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing Standard 1</p> <p>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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>Edits are for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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>Writing Standard 2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 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>“Text features” is for accuracy and consistency with the Reading standards. Other edits are for flexibility—to emphasize that not all effective explanations are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and to establish mood and tone.</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>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence in this context was edited in this context throughout the Framework for flexibility: not all narrative writing relates a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
9–10	<p>Writing Standard MA.3.A 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>	[Standard deleted]	All 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.
9–10	<p>Writing Standard 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p>	<p>Writing Standard 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 9–10).</p> <p>b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grades 9–10).</p>	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing Standard 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Writing Standard 6 Use technology, including current Web-based communication platforms, 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.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>
9–10	<p>Writing Standard 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Writing Standard 8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
9–10	<p>Writing Standard 9 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”).</p>	<p>Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>
9–10	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Speaking and Listening Standard 4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Speaking and Listening Standard 4 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. (See grades 9–10 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.
9–10	<p>Speaking and Listening Standard 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Speaking and Listening Standard 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	The edit is for brevity and clarity: textual and graphical elements are visual.
9–10	<p>Language Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. 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>Language Standard 1 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 grades 9–10 Writing standard 5 and Speaking and Listening standard 6 on strengthening writing and presentations by applying knowledge of conventions.) <i>Sentence Structure, Variety, and Meaning</i></p> <ul style="list-style-type: none"> 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. 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. c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing. 	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity 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. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
9–10	<p>Language Standard 2c Spell correctly.</p>	<p>Language Standard 2c Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</p>	The edit is for consistency with other standards, which expect students to understand that language use varies across contexts and time.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Language Standard 3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>	<p>Language Standard 3</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>b. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).</p>	<p>The edit is to smooth progressions in the middle and upper grades: Language standard 3 now emphasizes language variation and consistency in grades 6–8, then focuses more on concision and cohesion in the high school grades.</p>
9–10	<p>Language Standard 6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language Standard 6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

English Language Arts, Grades 11–12

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. If a specific change was made to multiple standards at the same grade level, only one instance of the change is listed for that grade. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	Reading Literature Standard 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Reading Literature Standard 3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story, poem , or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	The edit is for flexibility: some poems have settings, action, or characters.
11–12	Reading Literature Standard 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Reading Literature Standard 4 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 grades 11–12 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 and rhetoric in higher education. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
11–12	Reading Literature Standard 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Reading Literature Standard 5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution, the choice to introduce a new tone or point of view) 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	Reading Literature Standard 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Reading Literature Standard 6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).	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.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Reading Literature Standard 7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Reading Literature Standard 7 Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.</p>	<p>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 (primary sources) but also with what others have to say about it (secondary sources). It also incorporates expectations from 2010 Reading Literature standard MA.8.A, which was deleted.</p>
11–12	<p>Reading Literature Standard 8 (Not applicable to literature)</p>	<p>Reading Literature Standard 8 (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p>	<p>The edit is to clarify the note’s intended meaning: not that literature never presents an argument, but that this standard sets no expectations related to reading literature because literary “arguments” are addressed by RL.2.</p>
11–12	<p>Reading Literature Standard MA.8.A Analyze a work of fiction, poetry, or drama using a variety of critical lenses (e.g., formal, psychological, historical, sociological, feminist).</p>	<p>[Standard deleted]</p>	<p>All 2010 Reading Literature MA.8.A standards were deleted and their contents adapted for integration into other standards for coherence and to ensure flexibility regarding the specific texts students read.</p>
11–12	<p>Reading Literature Standard 10 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.</p>	<p>Reading Literature Standard 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.</p>
11–12	<p>Reading Informational Text Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>Reading Informational Text Standard 4 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 or revises 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). (See grades 11–12 Language standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>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. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	Reading Informational Text Standard 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Reading Informational Text Standard 5 Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent , convincing, and engaging.	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	Reading Informational Text Standard 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Reading Informational Text Standard 7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words in order to address a question or solve a problem.	The edit is for specificity.
11–12	Reading Informational Text Standard 8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Reading Informational Text Standard 8 Delineate and evaluate the reasoning in seminal historical 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 is to allow for the study of non-U.S. documents while keeping the emphasis on U.S. history.
11–12	Reading Informational Text Standard 9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	Reading Informational Text Standard 9 Analyze pre-20th-century documents of historical and literary significance (e.g., the Magna Carta , the Declaration of Independence, the Declaration of the Rights of Man , the Preamble to the Constitution, the Bill of Rights and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	Edits are to allow for the study of non-U.S. documents while keeping the emphasis on documents influential to U.S. history. Lincoln’s Second Inaugural Address has been moved to grades 9–10 to be with his Gettysburg Address, not removed altogether.
11–12	Reading Informational Text Standard 10 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.	Reading Informational Text Standard 10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited throughout the Framework to clarify and broaden expectations for the range of texts students encounter. The parenthetical reference is to new guidance material.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing Standard 1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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. 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Writing Standard 1</p> <p>Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. 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. 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. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Edits are for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing Standard 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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. 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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>Writing Standard 2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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 text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 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>“Text features” is for accuracy and consistency with the Reading standards. Other edits are for flexibility—to emphasize that not all effective explanations are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing Standard 3 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>Writing Standard 3 Write narratives to develop real or imagined experiences or events using effective literary techniques, 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 an appropriate 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 figurative 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>Edits incorporate expectations from 2010 Writing standard MA.3.A, which was deleted. “Real or imagined” in this context was removed throughout the Framework to avoid a false dichotomy: even fiction is grounded in the author’s reality. Wording on narrative sequence was edited in this context throughout the Framework for flexibility: not all narrative writing relates a set of discrete events, and some may intentionally disorient or surprise the reader with “unnatural” transitions.</p>
11–12	<p>Writing Standard MA.3.A 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 2010 Writing MA.3.A standards were deleted and their contents adapted for integration into other Writing standards for focus and coherence.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing Standard 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 67.)</p>	<p>Writing Standard 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. a. Demonstrate command of standard English conventions (as described in Language standards 1–3 up to and including grades 11–12). b. Demonstrate the ability to select accurate vocabulary (as described in Language standards 4–6 up to and including grades 11–12).</p>	<p>Using appropriate vocabulary in writing was already an expectation of Language standards; including it here tightens connections between the strands.</p>
11–12	<p>Writing Standard 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Writing Standard 6 Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>
11–12	<p>Writing Standard 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Writing Standard 8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing Standard 9 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 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>	<p>Writing Standard 9 Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Eliminating the examples avoids focusing attention on some Reading standards at the expense of others.</p>
11–12	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>Speaking and Listening Standard 1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature standard 1 and Reading Informational Text standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p>Connections among strands were added to standards throughout the Framework to support integration.</p>
11–12	<p>Speaking and Listening Standard 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Speaking and Listening Standard 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>Using appropriate vocabulary when speaking was already an expectation of the Language standards; including it here tightens connections between the strands.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Speaking and Listening Standard 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Speaking and Listening Standard 5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	The edit is for clarity and brevity: textual and graphical elements are visual.
11–12	<p>Language Standard 1 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>Language Standard 1 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 conventions.) <i>Word Usage</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 American Usage</i>) as needed.</p>	Language standard 1 was edited throughout the Framework to smooth progressions from grade to grade, to enhance clarity and coherence, and to emphasize that mastery of English conventions is a means to the end of authentic and effective communication. The subheading <i>Word Usage</i> appears across grade levels. Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.
11–12	<p>Language Standard 2b Spell correctly.</p>	<p>Language Standard 2b Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</p>	The edit is for consistency with other standards, which expect students to understand that language use varies across contexts and time.
11–12	<p>Language Standard 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Language Standard 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>b. Revise and edit to make work more concise and cohesive.</p>	The edit smoothes progressions in the middle and upper grades: Language standard 3 now emphasizes language variation and consistency in grades 6–8, then focuses more on concision and cohesion in the high school grades.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language Standard 6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 11–12 Reading Literature standard 4 and Reading Informational Text standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing standard 5 and Speaking and Listening standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p>Connections among strands were added to standards throughout the Framework, especially between Language and other strands, to support integration and the use of Language skills and understandings in authentic contexts.</p>

Literacy in the Content Areas, Grades 6–8

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
6–8	Reading in History and Social Science Standard 1 Cite specific textual evidence to support analysis of primary and secondary sources.	Reading in History and Social Science Standard 1 Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing standard 8 for more on quoting and paraphrasing.)	Quoting and paraphrasing were already expectations of the Writing standards at this grade level; including them here tightens connections between the strands.
6–8	Reading in History and Social Science Standard 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Reading in History and Social Science Standard 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	The edit is to clarify that the standard applies to Tier 2 (general academic) vocabulary as well as to Tier 3 (discipline-specific) vocabulary.
6–8	Reading in History and Social Science Standard 10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	Reading in History and Social Science Standard 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.
6–8	Reading in Science and CTE Subjects Standard 1 Cite specific textual evidence to support analysis of science and technical texts.	Reading in Science and CTE Subjects Standard 1 Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing standard 8 for more on quoting and paraphrasing.)	Quoting and paraphrasing were already expectations of the Writing standards at this grade level; including them here tightens connections between the strands.
6–8	Reading in Science and CTE Subjects Standard 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Reading in Science and CTE Subjects Standard 4 Determine the meaning of general academic vocabulary as well as symbols, notation , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	The edit is to encourage attention to Tier 2 (general academic) as well as Tier 3 (discipline-specific) vocabulary in all subject areas.
6–8	Reading in Science and CTE Subjects Standard 10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Reading in Science and CTE Subjects Standard 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.

Grades	2010 Standard	2017 Standard	Rationale for Change
6–8	<p>Writing in the Content Areas Standard 1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence. d. Establish and maintain a formal style and objective tone. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>Writing in the Content Areas Standard 1 Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims/critiques, and organize the reasons and evidence logically in paragraphs and sections. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses with precision to create cohesion and clarify the relationships among claim(s), counterclaims/critiques, reasons, and evidence. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. Wording on style was edited for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
6–8	<p>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>“Paragraphs and sections” appear in this context at grade 4 but no other grade level in the 2010 standards, even when the standard remains otherwise identical or very similar across grades. Their addition here is for consistency. “Text features” is for accuracy and consistency with the Reading standards. Wording on style was edited for flexibility—to emphasize that not all effective explanations are traditional academic essays. “Procedures” is for flexibility and consistency within the standard.</p>
6–8	<p>Writing in the Content Areas Standard 5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>Writing in the Content Areas Standard 5 With some guidance and support from peers and adults Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>“With some guidance and support from peers and adults” was removed from standards in grades 3–8 for brevity and consistency.</p>
6–8	<p>Writing in the Content Areas Standard 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Writing in the Content Areas Standard 6 Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
6–8	<p>Writing in the Content Areas Standard 7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Writing in the Content Areas Standard 7 Conduct short as well as more sustained 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.</p>	<p>The edit is for consistency with the standard’s wording in higher grades and to emphasize that students should engage in research projects of varying scopes.</p>
6–8	<p>Writing in the Content Areas Standard 8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>Writing in the Content Areas Standard 8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
6–8	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading standard 1 for more on the use of textual evidence.)</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Connections among strands were added to standards throughout the Framework to support integration.</p>

Literacy in the Content Areas, Grades 9–10

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	Reading in History and Social Science Standard 4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	Reading in History and Social Science Standard 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	The edit is to clarify that the standard applies to Tier 2 (general academic) vocabulary as well as to Tier 3 (discipline-specific) vocabulary.
9–10	Reading in History and Social Science Standard 10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	Reading in History and Social Science Standard 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.
9–10	Reading in Science and CTE Subjects Standard 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	Reading in Science and CTE Subjects Standard 4 Determine the meaning of general academic vocabulary as well as symbols, notation , key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> .	The edit is to encourage attention to Tier 2 (general academic) as well as Tier 3 (discipline-specific) vocabulary in all subject areas.
9–10	Reading in Science and CTE Subjects Standard 10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	Reading in Science and CTE Subjects Standard 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)	This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.
9–10	Writing in the Content Areas Standard 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Writing in the Content Areas Standard 1d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	The edit is for flexibility—to emphasize that not all effective arguments are traditional academic essays.

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 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. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 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>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 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. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 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>“Text features” is for accuracy and consistency with the Reading standards. Wording on style was edited for flexibility—to emphasize that not all effective explanations are traditional academic essays. “Procedures” is for flexibility and consistency within the standard.</p>
9–10	<p>Writing in the Content Areas Standard 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>Writing in the Content Areas Standard 6 Use technology, including current Web-based communication platforms, 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.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
9–10	<p>Writing in the Content Areas Standard 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Writing in the Content Areas Standard 8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
9–10	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading standard 1 for more on the use of textual evidence.)</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Connections among strands were added to standards throughout the Framework to support integration.</p>

Literacy in the Content Areas, Grades 11–12

Note: The tables in this document show only standards that have been changed or moved. Very minor edits, such as corrected inconsistencies in usage, are omitted. Please refer to the Framework for complete details.

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Reading in History and Social Science Standard 4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No.10).</p>	<p>Reading in History and Social Science Standard 4 Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No.10).</p>	<p>The edit is to clarify that the standard applies to Tier 2 (general academic) vocabulary as well as to Tier 3 (discipline-specific) vocabulary.</p>
11–12	<p>Reading in History and Social Science Standard 10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Reading in History and Social Science Standard 10 Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.</p>
11–12	<p>Reading in Science and CTE Subjects Standard 4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p>	<p>Reading in Science and CTE Subjects Standard 4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11–12 texts and topics</i>.</p>	<p>The edit is to encourage attention to Tier 2 (general academic) as well as Tier 3 (discipline-specific) vocabulary in all subject areas.</p>
11–12	<p>Reading in Science and CTE Subjects Standard 10 By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Reading in Science and CTE Subjects Standard 10 Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. (See pages __ for more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This standard was edited for clarity and precision throughout the Framework. The parenthetical reference is to new guidance material.</p>
11–12	<p>Writing in the Content Areas Standard 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Writing in the Content Areas Standard 1d Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>The edit is for flexibility—to emphasize that not all effective arguments are traditional academic essays.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and 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., charts, 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. 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>Writing in the Content Areas Standard 2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., charts, 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 varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures.</p> <p>d. Use precise language and domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that reflects the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) 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 for accuracy and consistency with the Reading standards. In the 2010 standards the content of subpoint (e) appears in the standard for argument writing at grades 6–8, 9–10, and 11–12 and in the standard for explanatory writing at grades 6–8 and 9–10 but not 11–12. Its addition here is for consistency. Other minor edits are for flexibility and clarity.</p>
11–12	<p>Writing in the Content Areas Standard 6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>Writing in the Content Areas Standard 6 Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>The edited wording is more specific but still flexible enough to allow technology to evolve without the standard becoming obsolete.</p>

Grades	2010 Standard	2017 Standard	Rationale for Change
11–12	<p>Writing in the Content Areas Standard 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Writing in the Content Areas Standard 8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>The edit is to clarify that the standard’s various components fit together into a single process: conducting academic research.</p>
11–12	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Writing in the Content Areas Standard 9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading standard 1 for more on the use of textual evidence.)</p>	<p>“Interpretation” is for flexibility and consistency with the Framework’s description of college- and career-ready students (in 2010, “Students cite specific evidence when offering an oral or written interpretation of a text”; now, “Students cite specific evidence when offering an oral or written analysis or interpretation of a text”). Connections among strands were added to standards throughout the Framework to support integration.</p>

Appendix A: Speaking and Listening in the Content Areas

The 2017 Framework includes the following new Speaking and Listening standards for literacy in the content areas at grades 6–12.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
<i>Comprehension and Collaboration</i>		
<ol style="list-style-type: none">1. 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.<ol style="list-style-type: none">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 for more on the use of textual evidence.)b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<ol style="list-style-type: none">1. 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.<ol style="list-style-type: none">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 for more on the use of textual evidence.)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.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.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.	<ol style="list-style-type: none">1. 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.<ol style="list-style-type: none">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 for more on the use of textual evidence.)b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.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.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.

Grades 6–8 students:**Grades 9–10 students:****Grades 11–12 students:***Comprehension and Collaboration (continued)*

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| <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> | <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> | <p>2. 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>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>3. 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>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> |

Presentation of Knowledge and Ideas

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| <p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.</p> | <p>4. 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>4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| <p>5. Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> | <p>5. 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>5. 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>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |

Appendix B: Summary of Changes to Other Sections of the Framework

Section	Change and Rationale
Introduction: history/background	Scope expanded to include Massachusetts standards development and review processes 1993–2017
Introduction: about the standards	Guidance added on text selection and on reading, writing, speaking, listening, research, and language in the Framework
Introduction: guiding principles	All principles revised; new principle added to highlight social and emotional learning
Introduction: college and career readiness	New page added to summarize Massachusetts definition of college and career readiness and civic preparation
Guidance: notes and footnotes	Explanatory notes on writing types and purposes, text range and complexity, language standards, etc. revised and/or moved
Guidance: chart of Language skills	Chart revised for clarity, utility, and alignment with updated standards
Guidance: literacy across the curriculum	Guidance added on literacy in the context of a well-rounded curriculum—especially in the context of mathematics
Guidance: text selection and complexity	New guidance on assessing text complexity added; lists of sample texts updated, expanded, and made more coherent
Guidance: examples illustrating standards	Sample instructional scenarios and links to sample student work added throughout Framework
Appendices: guidance on ELs, SWD	Sections updated to reflect new developments in research and policy and to direct users to other Massachusetts resources
Appendices: lists of suggested authors	Names corrected, added, and in some cases reorganized to recognize authors who wrote across genres
Appendices: glossary	Entries reorganized, revised, and supplemented to align with and support standards more fully
Appendices: bibliography	New entries added; new section listing instructional resources added