



Summary of Changes for English Language Arts (ELA) Standards Kindergarten – High School

CCGPS for English Language Arts were revised. The revised standards were adopted on January 15, 2015. This document identifies **grade level changes for the 2015-2016 school year.**

Grade Level	Strand	Standard
Kindergarten	Reading Literary Text	CCKRL4
		CCKRL7
	Reading Informational Text	CCKRI2
		CCKRI7
		CCKRI10
	Reading Foundation	CCKRF3
		CCKRF4
	Writing	CCKW6
		CCKW7
	Language	CCKL4
CCKL5		
Grade 1	Reading Literary Text	CC1RL5
	Reading Foundation	CC1RF3
		CC1RF4
	Writing	CC1W6
	Language	CC1L1.j
Grade 2	Reading Literary Text	CC2RL5
	Reading Foundations	CC2RF3
		CC2RF4
	Writing	CC2W6
	Speaking and Listening	CC2SL5
Grade 3	Reading Literary Text	CC3RL4
	Reading Foundation	CC3RF3
		CC3RF4.d
Grade 4	Reading Literary Text	CC4RL7
	Language	CC4L1
Grade 5		
Grade 6	Reading Literary Text	CC6RL2
	Writing	CC6W6
	Language	CC6L6
Grade 7	Reading Literary Text	CC7RL2
	Language	CC7L6



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Grade Level	Strand	Standard
Grade 8	Reading Literary Text	CC8RL2
	Language	CC8L6
Grades 9-10	Reading Literary Text	CC9-10RL2
		CC9-10RL7
	Reading Informational Text	CC9-10RI9
	Writing	CC9-10W1.d
		CC9-10W2.e
		CC9-10W7
	Speaking and Listening	CC9-10SL3
	Language	CC9-10L3
Grades 11-12	Reading Literary Text	CC11-12RL9
	Reading Informational Text	CC11-12RI9



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Reading Literary (RL)

ELACCKRL4: Ask and answer questions about unknown words in a text.	With prompting and support, ask and answer questions about unknown words in a text.
ELACCKRL7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

Reading Informational (RI)

ELACCKRI2: With prompting and support, identify the main topic and retell key details of a text.	With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).
ELACCKRI7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).
ELACCKRI10: Actively engage in group reading activities with purpose and understanding.	Actively engage in group reading of informational text with purpose and understanding.

Reading Foundation (RF)

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. Demonstrate basic knowledge of long and short sounds for the five major vowels. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
ELACCKRF4: Read emergent-reader texts with purpose and understanding.	Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

Writing (W)

ELACCKW6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.
ELACCKW7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).



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Language (L)

<p>ELACCKL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>). 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>With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>). 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>ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).* Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).* Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). Begin to distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.

GRADE 1

Reading Literary (RL)

<p>ELACC1RL5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>	<p>Explain major difference between texts that tell stories and texts that give information.</p>
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Reading Foundation (RF)

<p>ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. Decode regularly spelled one-syllable words. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings.
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<p>ELACC1RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled word.

Writing (W)

<p>ELACC1W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p>
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Language (L)

<p>ELACC1L1: 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 questions and prompts. k. Print with appropriate spacing between words and sentences. 	<p>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 sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). k. Print with appropriate spacing between words and sentences.
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GRADE 2

Reading Literary (RL)

<p>ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.</p>
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Reading Foundation (RF)

<p>ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.
<p>ELACC2RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

Writing (W)

<p>ELACC2W6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.</p>
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Speaking and Listening (SL)

<p>ELACC2SL5: 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>With guidance and support, 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>
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GRADE 3

Reading Literary (RL)

<p>ELACC3RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.</p>
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Reading Foundation (RF)

<p>ELACC3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.
<p>ELACC3RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.

GRADE 4

Reading Literary (RL)

<p>ELACC4RL7: 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.</p>	<p>Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.</p>
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Language (L)

<p>ELACC4L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol 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 aspects. 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 rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence. 	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol 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 aspects. c. Use helping/linking verbs 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 rhetorically poor fragments and run-ons.* g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence.
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GRADE 6

Reading Literary (RL)

ELACC6RL2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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Writing (W)

ELACC6W6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
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Language (L)

ELACC6L6: 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.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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GRADE 7

Reading Literary (RL)

ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme and/or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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Language (L)

ELACC7L6: 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.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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GRADE 8

Reading Literary (L)

ELACC8RL2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
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Language (L)

ELACC8L6: 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.	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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GRADE 9 – 10

Reading Literary (RL)

<p>ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>ELACC9-10RL7: 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 de Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p>Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden’s poem “Musée de Beaux Arts” and Breughel’s painting <i>Landscape with the Fall of Icarus</i>), including what is emphasized or absent in each treatment.</p>

Reading Information (RI)

<p>ELACC9-10RI9: 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>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”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.</p>
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Writing (W)

<p>ELACC9-10W1: 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"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<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"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone. e. Provide a concluding statement or section that follows from and supports the argument presented.
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<p>ELACC9-10W2: 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> <ol 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>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> <ol 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 an appropriate style and objective tone. 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>ELACC9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Speaking and Listening (SL)

<p>ELACC9-10SL3: 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>Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
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Language (L)

<p>ELACC9-10L3: 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> <ol style="list-style-type: none"> 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>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, and to write and to edit so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>APA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p>
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GRADE 11 – 12

Reading Literary (RL)

<p>ELACC11-12RL9: 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>Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics.</p>
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Reading Information (RI)

<p>ELACC11-12RI9: 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.</p>	<p>Analyze 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. For British Literature, American Literature, and Multicultural Literature use comparable documents of historical significance.</p>
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