



K-12 Crosswalk 2017 to 2023 English Language Arts Standards



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Kindergarten

Reading: Foundational

Phonological Awareness

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.K.2	Demonstrate understanding of phonemes (sounds).	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Usage of correct jargon in standard to phonemes and then de-emphasized syllables.
RF.K.2a	Manipulate (segment, blend, or substitute) sounds in the initial, final, and then medial positions (phonemic awareness).	Recognize and produce rhyming words (if culturally appropriate).	Provides order of difficulty to initial, final, and medial sounds. Removed rhyming words from phonological awareness to align with current research of a de-emphasis on rhyming.
RF.K.2.b	Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/ or /x/.) (phonemic awareness).	Count, pronounce, blend, and segment syllables in spoken words.	Reorganized 2023 standards to address current skills taught in structured literacy. Moved 2017 standard to RF.K.2.c
RF.K.2.c	Count, produce, blend, and segment syllables in spoken words.	Blend and segment onsets and rimes of single-syllable spoken words.	Reorganized 2023 standards to address the order of importance of current skills taught in phonological awareness. Moved 2017 standard to RF.K.2.d.
RF.K.2.d	Blend and segment onsets and rimes (word families) of single-syllable spoken words.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.)	Reorganized 2023 standards to address the order of importance of current skills taught in phonological awareness. Moved 2017 standard to RF.K.2.b.
RF.K.2.e	Incorporated into RF.2.a.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Deleted from 2023 ELA standard as RF.K.2.e. Incorporated into RF.2.a.

Phonics and Word Recognition

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.K.3.a	Demonstrate basic knowledge of phoneme-grapheme correspondences of predictable consonants.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	Predictable consonants allow a greater phoneme-grapheme percentage and reliability on word analysis.
RF.K.3.c	Read common high-frequency words (e.g., the, of, to, you, she, my, is, are, do, does).	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Removed words “by sight” to eliminate confusion with sight words versus high frequency words.

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.K.4	Read decodable texts that support instruction.	With prompting and support, read emergent-reader texts with purpose and understanding.	The usage of decodable texts that supports the student's instruction will allow them to apply phoneme-grapheme correspondences to text, reinforcing phonics and applying prosody.

Reading: Informational

Range of Reading and Text Complexity

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.K.13 (standard is RI.K.11.)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content	Changes focus on advancement in language comprehension, specifically semantics, syntax, morphology by not limiting teachers to kindergarten-level texts.

Writing

Language in Writing

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
W.K.10.a	Correctly form upper and lowercase letters with line awareness.	Print many upper and lowercase letters.	Formation of letters allows a model that a student can use. Line awareness involves the recognition of where the letter is contained on the bottom, midline, or upper.

Speaking and Listening

Comprehension and Collaboration

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
SL.K.1	Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups to expand language comprehension.	Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups.	Focused on using language comprehension, specifically syntax, vocabulary, semantics to apply meaning to conversations. Students may discuss complex text read by the teacher of which they contain background knowledge and options.
SL.K.2	Confirm sequence of events of a read aloud or media presentation by asking and answering questions about key details or requesting clarification of what is not understood.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Focus has settled on the sequence of events to assist in retelling in later grades.

Presentation of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
SL.K.5	Add drawings or other visual displays to supply additional detail to descriptions.	Add drawings or other visual displays to descriptions as desired to provide additional detail.	Drawing or other visuals is to prompt description.

Grade 1

Reading Foundational

Phonological Awareness

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.1.2.b	Orally pronounce single-syllable words by blending phonemes, including consonant blends in the initial and/or final positions.	Orally produce single-syllable words by blending phonemes, including consonant blends.	Placing consonant blends in the initial and/or final positions.

Phonics and Word Recognition

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Included phoneme-grapheme correlation for encoding.
RF.1.3a	Know the phoneme-grapheme correspondence for common consonant digraphs (e.g., sh, ch, wh, th, gh)	Know the sound-spelling correspondence for common consonant digraphs.	Change in jargon from sound-spelling to phoneme-grapheme.
RF.1.3g	Recognize and read grade-appropriate words, including compound words.	Recognize and read grade-appropriate words.	Addition of compound words.
RF.1.3h	Decode hard and soft g and c.	Not included in 2017 standards.	Inclusion of LETRS skill.
RF.1.3i	Read vowel-r combination in single syllable words (eg., ar, er, ir, or, ur).	Not included in 2017 standards.	Inclusion of LETRS skill.
RF.1.3j	Recognize diphthongs in single-syllable words.	Not included in 2017 standards.	Inclusion of LETRS skill.

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.1.4a	Read text with purpose and understanding.	Read on-level text with purpose and understanding.	Removed on-level text as research indicates on-level has the lowest rate of growth.
RF.1.4b	Read text orally with accuracy, prosody, and appropriate rate.	Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.	Removed on-level text as research indicate on-level text has the lowest rate of growth. Jargon switched to prosody to include appropriate pacing and conversational ?. Successive reading has been removed due to research indicating it doesn't provide an evidence base. Removal of leveled passages found in balanced literacy.
RF.1.4c	Use the Four-Part Processing model for word recognition to affirm or self-correct to increase accuracy in fluent reading.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Focus is on the phonological and orthographic to provide meaning instead of guessing by using the 3 cueing system. Reinforcing structured literacy instead of balanced literacy.

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.1.2	Retell stories, including key events, and demonstrate understanding of the lesson or main idea (central message).	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Movement to eliminate central idea/central message from reading: literature. Instead, the focus has moved to lesson or moral as this is language used with the genre.

Language in Reading: Literature

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.1.1a	Use sentence -level context (definition and synonym) as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word of phrase.	Specific examples of context clues of definition and synonym should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Reading Informational

Language in Reading: Informational

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.1.11a	Use sentence -level context (definition and synonym) as a clue to the meaning of a word or a phrase.	Use sentence-level context as a clue to the meaning of a word of phrase.	Specific examples of context clues of definition and synonym should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Grade 2

Reading: Foundational

Phonics and Word Recognition

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Know and apply grade level phonics and word analysis skills in decoding words.	Encoding has been added to the standard to have students construct phoneme to grapheme order.
RF.2.3g	Decode words with digraphs ph /f/, gh /f/, ch /k/, ch /sh/.	Not included in 2017 standards.	Inclusion of LETRS skill.
RF.2.3h	Apply the jobs of y when acting as a long vowel in one-syllable or multi-syllable words (e.g., crybaby) or a short i (e.g., gym, myth).	Not included in 2017 standards.	Inclusion of LETRS skill.

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF 2.4.a	Read text with purpose and understanding.	Read on-level text with purpose and understanding.	Removed on-level as students frequently read below grade level for entertainment. Furthermore, complex text may be used within the class to challenge students. On-level text is a reference to balanced literacy.
RF. 2.4b	Read text orally with accuracy, prosody, and appropriate rate.	Read on-level text orally with accuracy, appropriate rate, and expression on successive reading.	Removed on-level text as research indicate on-level text has the lowest rate of growth. Jargon switched to prosody to include appropriate pacing and conversational ?. Successive reading has been removed due to research indicating it doesn't provide an evidence base. Removal of leveled passages found in balanced literacy.

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.2.4c	Use the Four-Part Processing model for words recognition to affirm or self-correct to increase accuracy in fluent reading.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Focus is on the phonological and orthographic to provide meaning instead of guessing by using the 3 cueing system. Reinforcing structured literacy instead of balanced literacy.

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.2.2	Recount stories, including fables and folktales from diverse cultures and determine their lesson, moral, or main point (central message).	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Movement to eliminate central idea/central message from reading: literature. Instead, the focus has moved to lesson or moral as this is language used with the genre.

Language in Reading: Literature

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.2.11.a	Use sentence-level context (definition and synonym) to determine the meaning of a words.	Use sentence-level context as a clue to the meaning of a word or phrase.	Specific examples of context clues of definition and synonym should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Reading: Informational

Language in Reading: Informational

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.2.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies.	Allowing children to focus on expanding their oral language through reading and read-alouds offers the ability to close the achievement gap. As research states, limiting students to their grade levels leads to less learning.

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.2.11a	Use sentence-level context (definition and synonym as a clue to the meaning of a word or phrase.	Use sentence-level context as a clue to the meaning of a word or phrase.	Specific examples of context clues of definition and synonym should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Grade 3

Reading: Foundational

Phonics and Word Recognition

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Encoding will be the transference of word recognition and analysis skills. Using various structured literacy techniques, students will use the science of reading instead of guessing as in balanced literacy.
RF.3.3.c	Decode multisyllabic words (e.g., six syllable types, compound words, inflectional endings, etc.).	Decode multisyllabic words.	Provided examples of how to split multisyllabic words.
RF.3.3.d	Read grade-appropriate irregularly spelled words (e.g., gnome, climb, neighbor, etc.).	Read grade-appropriate irregularly spelled words.	Provided examples of irregularly spelled words.

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.3.4.a	Read complex text with purpose and understanding.	Read on-level text with purpose and understanding.	Complex text provide a range of text that consider both qualitative and quantitative measures.
RF.3.4.b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Complex text provides a range of text that considers both qualitative and quantitative measures.
RF.3.4.c	Use the Four-Part Processing model for word recognition to affirm or self-correct to increase accuracy in fluent reading.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	The change of the three cueing system to the four part processing model for word recognition in which the model is based upon meaning using phonological, orthographic, and context.

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.3.2	Recount stories, including fables, folktales, and myth from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.	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	Changes in the order of the lesson, moral, and main idea. The usage is consistent with the messaging found within fables, folktales, and myths. Eventually main idea will replace central idea.
RL.3.2	Recount stories, including fables, folktales, and myth from diverse cultures; determine the lesson, moral, or central message (main idea) and explain how it is conveyed through key details in the text.	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	Changes in the order of the lesson, moral, and main idea. The usage is consistent with the messaging found within fables, folktales, and myths. Eventually main idea will replace central idea.

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.3.6	Distinguish their own perspective (point of view) from that of the narrator or those of the characters.	Distinguish their own point of view from that of the narrator or those of the characters.	A change in vocabulary to perspective due to confusion in the field of using point of view (e.g. first person and third person). Perspective allows for the background brought to the event.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.3.9	Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).		Standard will be on the 2025 assessment.

Language in Reading: Literature

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.3.11.a	Use sentence-level context (synonym, antonym, definition, examples) to comprehend the meaning of a word or phrase	Use sentence-level context as a clue to the meaning of a word or phrase	A specific change to the types of context clues needed to perform at the third-grade level. Nonliteral usages of antonym and examples will assist students in drawing conclusions about context clues.
RL.3.11.b	Determine the meaning of the new word formed when a known affix is added to a known word. (e.g., happy/unhappy, do/redo)	Determine the meaning of the new word formed when a known affix is added to a known word.	Examples given to clarify affixes.

Grade 4

Reading: Foundational

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.4.4	Know and apply grade-level phonics and words analysis skills in decoding and encoding words. Use combined knowledge of all letter-sound correspondences, syllabification pattern, and morphology (e.g., roots and affixes) to read and spell unfamiliar multisyllabic words accurately in context and out of context	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.	Encoding will be the transference of word recognition and analysis skills. Using various structured literacy techniques, students will use the science of reading instead of guessing as in balanced literacy.
RF4.4a	Read complex text with purpose and understanding	Read on-level text with purpose and understanding.	The use of text complexity within standard allows students to students various aspects of text complexity.
RF4.4b			Removed on-level text as research indicate on-level text has the lowest rate of growth. Jargon switched to prosody to include appropriate pacing and conversational ?. Successive reading has been removed due to research indicating it doesn't provide an evidence base. Removal of leveled passages found in balanced literacy.
RF4.4c			Focus is on the phonological and orthographic to provide meaning instead of guessing by using the 3 cueing system. Reinforcing structured literacy instead of balanced literacy.

Reading: Literature

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different culture		Standard added to the 2025 assessment.

Language in Reading: Literature

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.4.11a	Use context (antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.	Use context as a clue to the meaning of a word or phrase.	Specific examples of context clues (e.g., antonyms, examples) should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Reading: Informational

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, description problem/solution) of events ideas, concepts or information in a text	Describe the overall structure (e.g., chronology comparison, cause/effect, problem/solutions) of events, ideas, concepts, or information in a text or part of a text.	Description text structure was added back into the standard. Consider how multiple text structures may be found within a text to achieve the author’s purpose.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.4.9	Integrate Information from two texts on the same topic in order to write or speak about the subject knowledgeably.		Standard added for 2025 assessment.

Language in Reading: Informational

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.4.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	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.	Allowing children to focus on expanding their oral language through reading and read-alouds offers the ability to close the achievement gap. As research states, limiting students to their grade levels leads to less learning.
RI.4.11a	Use context (e.g., antonym, examples, inferences, definition, synonym) to determine the meaning of a word or phrase.	Use context as a clue to the meaning of a word or phrase.	Specific examples of context clues of e.g., inferences, examples, antonyms, synonym, and definition) should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues. Inferences are introduced.

Grade 5

Reading: Foundational

Fluency

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RF.5.4a	Read complex text with purpose and understanding	Read on-level text with purpose and understanding.	The use of text complexity within standard allows students to students various aspects of text complexity.
RF.5.4b	Read complex prose and poetry orally with accuracy, prosody, and appropriate rate.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on success readings.	Removed on-level text as research indicate on-level text has the lowest rate of growth. Jargon switched to prosody to include appropriate pacing and conversational ?. Successive reading has been removed due to research indicating it doesn't provide an evidence base. Removal of leveled passages found in balanced literacy.
RF.5.4c	Use the Four-Part Processing model for word recognition to affirm or self-correct to increase accuracy in fluent reading	Use context to confirm of self-correct word recognition and understanding, rereading as necessary.	Focus is on the phonological and orthographic to provide meaning instead of guessing by using the 3 cueing system. Reinforcing structured literacy instead of balanced literacy.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL. 5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		

Language in Reading: Literature

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL. 5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases to expand language comprehension.	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.	Allowing children to focus on expanding their oral language through reading and read-alouds offers the ability to close the achievement gap. As research states, limiting students to their grade levels leads to less learning.
RL.5.11a	Use context as a clue to the meaning of a word or phrase.	Use context (synonym, antonym, definition, examples, inferences) to determine the meaning of a word or phrase.	Specific examples of context clues of e.g., inferences, examples, antonyms, synonym, and definition) should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Reading: Informational

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective (viewpoint) represented.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Perspective is an individual characters thoughts, feelings, and beliefs surrounding the similarities and difference; whereas, a point of view is the author's bias in storytelling.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		Standard added to the 2025 assessment.

Language in Reading: Informational

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.5.11	Determine or clarify the meaning of unknown and multiple-meaning words and phrases bases on fifth grade reading and content, choosing flexibly from a range of strategies.	Determine of 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	Allowing children to focus on expanding their oral language through reading and read-alouds offers the ability to close the achievement gap. As research states, limiting students to their grade levels leads to less learning.
RI.5.11a	Use context (inferences, antonym, examples, definition, synonyms) to determine the meaning of a word or phrase.	Use Context as a clue to the meaning of a word or phrase.	Specific examples of context clues of e.g., inferences, examples, antonyms, synonym, and definition) should be taught. Examples of these abound in text at this age. Furthermore, it gives students a concrete method to find and use context clues.

Grade 6

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.6.2	Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine a theme or central idea and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Removal of central idea as narrative books do not contain multiple central ideas at this level.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
R.L. 6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems) in terms of their approaches to similar themes and topics.		Standard added to the 2025 assessment.

Reading: Informational

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.6.2	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.	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.	Removal of theme from standard and isolation of central idea to provide consistency. Multiple central ideas can be found within informational text.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography of the same person)		Standards added to the 2025 assessment.

Grade 7

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.7.2	Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Removal of central idea as narrative books do not contain multiple central ideas at this level.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.7.9	Compare and contrast a fictional portrayal of a setting or character with a historical account of the same period to understand how authors use or alter history.		Standard added to the 2025 assessment.

Reading: Informational

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.7.6	Determine an author's perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text in a text and analyze how the author distinguishes his or her position from that of others.	Perspective allows for the background brought to the event. Therefore, perspective allows for differences within character development.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.7.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		Standard added to the 2025 assessment.

Grade 8

Reading: Literature

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.8.2	Determine a theme 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 of central idea of a text and analyze in detail its development; prove an objective summary of the text.	Removal of central idea as narrative books do not contain multiple central ideas at this level.

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.8.6	Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects as suspense or humor.	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 as suspense and humor.	A change in vocabulary to perspective due to confusion in the field of using point of view (e.g., first person and third person). Perspective allows for the background brought to the event.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.8.9	Analyze how a modern work of fiction draws on themes, patterns of event or character types from myths, traditional stories, including describing how the materials are rendered new.	Analyze how a modern work of fiction draws on the themes, patterns of event or character types from myths, traditional stories or religious works such as the Bible, including describing how the material is rendered new.	Removal of religious works such as the Bible due to lack of questions on the assessment and bias. New standard added to the 2025 assessment.

Reading: Informational

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.8.2	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.	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.	Removal of theme from standard and isolation of central idea to provide consistency. Multiple central ideas can be found within informational text.

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.8.6	Analyze how differences in the perspective (viewpoint) of the characters and the audience or reader (e.g. created through the use of dramatic irony) create such effects as suspense or humor.	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.	Perspective allows for the background brought to the event. Therefore, perspective allows for differences within character development which causes the irony.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.8.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		New standards added to the 2025 assessment.

Grades 9-10

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL. 9-10.2	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text	Determine a theme of central idea of a text and analyze its development	Added provide an objective summary of the text. Texts supply multiple central ideas/themes at this level.

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.9-10.6	Analyze a particular perspective (viewpoint) based upon a narrator or speaker in a text. Analyze how an author develops and contrast the various perspectives (viewpoints) of different characters of a narrators in a text.	Analyze a particular point of view or cultural experience reflects in in a work of literature.	Focus is on perspective which allows the interaction of characters to complete a scene or event, not how the event contains bias drawn from the author's purpose.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.9-10.9	Analyze how an author draws on and transforms sour material in a specific work.		New standard added for the 2025 assessment.

Reading: Informational

Key Ideas and Details

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.9-10.2	Determine a theme or central idea of a text and analyze in detail its development; prove an objective summary of the text.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complete account; prove an objective summary of the text.	Provide an objective summary was left out of the standards. Text supports multiple themes and central ideas.

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.9-10.6	Determine an author's perspective (viewpoint) and purpose in a text and analyze how an author's use of rhetoric is advances the perspective (viewpoints) and purpose.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Use of perspective changes author's purpose.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.9-10.9	Analyze documents of historical and literary significance, including how they address related themes and concepts.		New standard for the 2025 assessment.

Grades 11-12

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RL.11-12.9	Demonstrate knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics.		New standard for the 2025 assessment.

Reading: Informational

Craft and Structure

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.11-12.6	Determine an author's perspective (viewpoint) and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the persuasiveness of the text	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness of the beauty of the texts.	Removed <i>beauty</i> of the text as a form of persuasiveness.

Integration of Knowledge and Ideas

Standard Code	2023 ELA Standard	2017 ELA Standard	Changes to 2017 Standard
RI.11-12.9	Analyze foundational documents of historical and literary significance for their themes, purposes and rhetorical feature.		New standards for the 2025 assessment.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

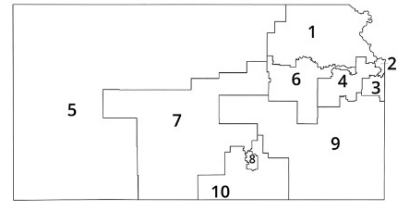
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org/board



DISTRICT 1



Danny Zeck
dzeck@ksde.org

DISTRICT 2



Melanie Haas
Chair
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
Legislative Liaison
amah@ksde.org

DISTRICT 5



Cathy Hopkins
chopkins@ksde.org

DISTRICT 6



Dr. Deena Horst
Legislative Liaison
dhorst@ksde.org

DISTRICT 7



Dennis Hershberger
dhershberger@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 9



Jim Porter
Vice Chair
jporter@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

COMMISSIONER OF EDUCATION



Dr. Randy Watson

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Jan. 25, 2024

For more information, contact:

Joann M. McReil
Humanities Program Manager
Career, Standards and Assessment Services
(785) 296-2144
jmcreil@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

<https://www.ksde.org>