

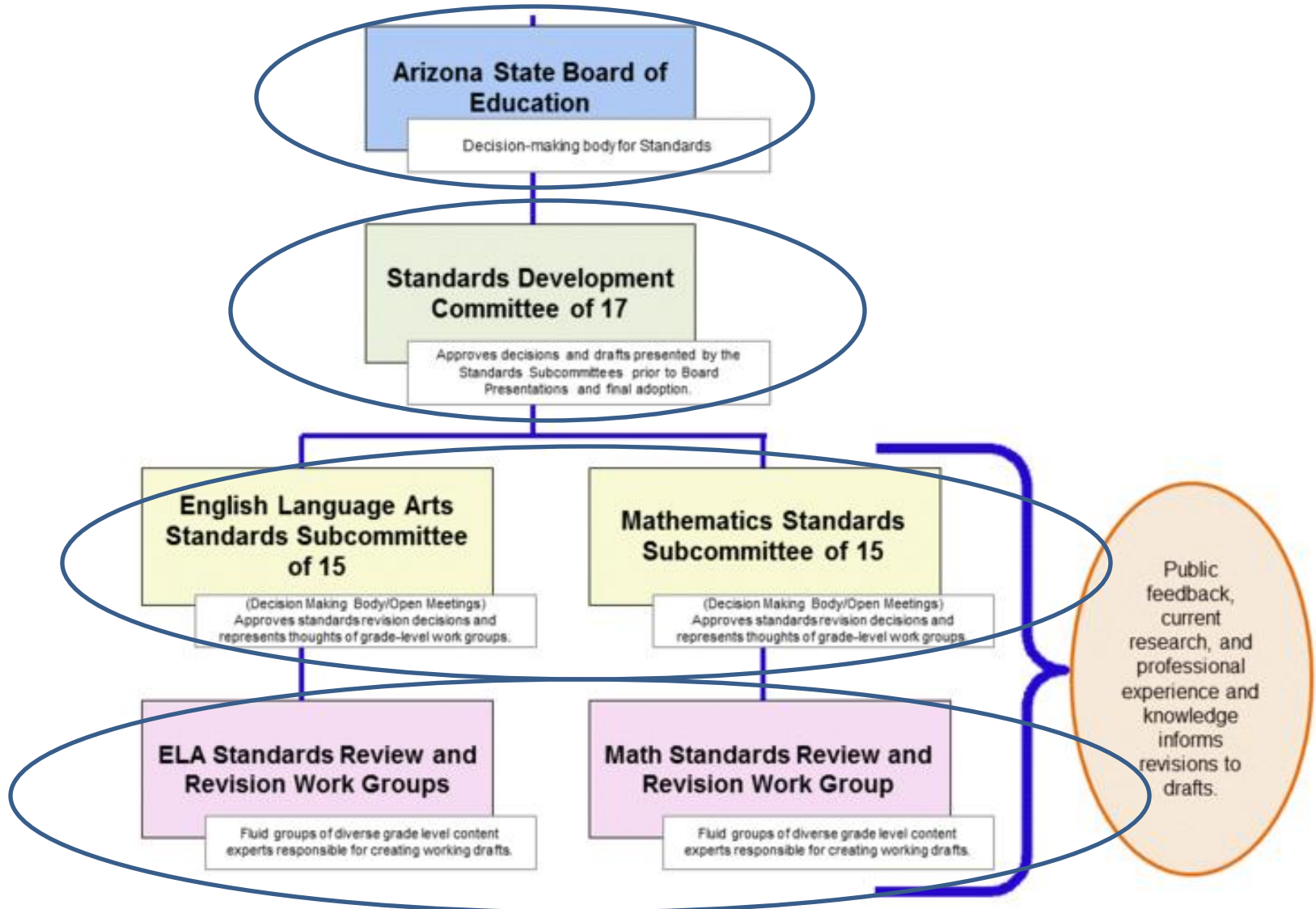
Revised Standards

Overview

Part I: Standards Review Process

At the March 2015 meeting of the State Board of Education, Governor Ducey called upon the Board to “make any necessary changes to the Arizona Mathematics Standards and English Language Arts Standards, in order to ensure that the standards are vetted, approved, and controlled by Arizona, and that they are best for Arizona’s students” (Agenda Item 4B, Arizona State Board of Education Meeting April 27, 2015).

Part I: Standards Review Process



Part I: Standards Review Process

The English Language Arts and Mathematics Working Groups were comprised of Arizona educators from public, charter, and post-secondary institutes of higher education.

- *Over **200 educators** participated*
- *From **10 counties** across Arizona*
- *Over **60 Arizona school districts** represented*
- *Over **7000 total hours** donated*
- *Approximately **9000 public comments** reviewed*
- *Included Teachers, Instructional Specialists, Administrators, and Professors*

Part I: Standards Review Process

In addition to public feedback, the initial draft of the 2016 Arizona ELA Standards was reviewed by independent expert reviewers, who were commissioned by the State Board. The suggestions of these reviewers were factored into the final draft.

Dr. Sandra Stotsky

Dr. Jean Boreen (AZ – NAU)

Dr. Miah Daughtery - Achieve

Dr. Sarah Abercrombie (AZ - NAU) – Educational Psychologist

Dr. Elizabeth Pope (AZ – U of A) – Educational Psychologist

Part I: Standards Review Process

The English Language Arts Standards and Mathematics Standards were adopted by the State Board of Education on December 19, 2016



Part II: Implementation

There will be a two year implementation timeline:

- **2017-2018 – Transition year**
- **2018-2019 - Full implementation.**



Part II: Implementation

AzMERIT

- AzMERIT will be aligned to the new standards starting with the spring 2019 AzMERIT exam, which will assess the new standards.
- The process for reviewing and updating the AzMERIT ELA and Math Blueprints began in March.



Part II: Implementation Resources

- Summary of Changes documents (Anchor, K-8, 9/10 and 11/12) are available now.
- Trainings on the new ELA standards are available in both webinar and in-person formats. (***Webinars are available on demand.**)
 - Overview of Changes to the ELA Standards
 - K-3 Writing: Foundational Skills
 - Six Syllable Types
 - Text Complexity
 - Rhetorical Reading and Writing
 - Informational Texts in the ELA Classroom
 - Blended Writing

<http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>

Part III: The Structure of the Standards



Part III: The Structure of the Standards

Name of Standards:

Arizona English Language Arts Standards

Arizona Mathematics Standards

Part III: Structure of the Standards

The new ELA standards have the following elements:

1. A new introduction,
2. A brief grade-level summary at the beginning of each set of grade-level standards,
3. Standards for each grade level, and
4. A glossary.

Part III: Structure of the Standards

Each grade level opens with a one-page summary of its standards. The summaries can serve as a nice quick-reference tool for teachers, parents, and students, though they do not negate the need for educators to carefully read the standards.

5th Grade Overview

Arizona's English Language Arts Standards work together in a clear progression from kindergarten through 12th grade. This document provides a brief overview of the skills a student will learn at this grade. Each standard builds on the standard that came before and towards the standard that comes in the next grade level. Each standard is expected to be taught as appropriate for the grade-level. Some standards appear to have similar wording at multiple grade levels; however, it is understood that they are to be applied with increased focus to progressively more challenging texts and tasks.

Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Determine themes in literary texts
- Analyze elements of literature, including an author's use of figurative language
- Quote accurately by referring to the text
- Compare and contrast different texts
- Analyze the way a text is structured

Part III: Structure of the Standards

The standards are structured around Anchor standards for each strand: Reading, Writing, Speaking & Listening, and Language. Each grade-level has a corresponding standard for each Anchor standard.

Standards for each grade follow the same Anchor standards for each content area: Reading, Writing, Speaking and Listening, and Language. Each grade-specific standard corresponds to the same numbered Anchor standard. Put another way, each Anchor standard has an accompanying grade-specific standard translating the broader statement into grade-appropriate end-of-year expectations. Anchor standards "anchor" the document and define general cross-disciplinary literacy expectations.

Arizona English Language Arts Anchor Standards for Reading

The standards on the following pages define what students should understand and be able to do by the end of each grade. Each Anchor standard has an accompanying grade-specific standard translating the broader statement in grade-appropriate end-of-year expectations.

Key Ideas and Details

1. Read carefully to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts.

Grade level
Standards



Reading Standards for Literature

Grade 3 students:

Grade 4 students:

Grade 5 students:

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3.RL.1)

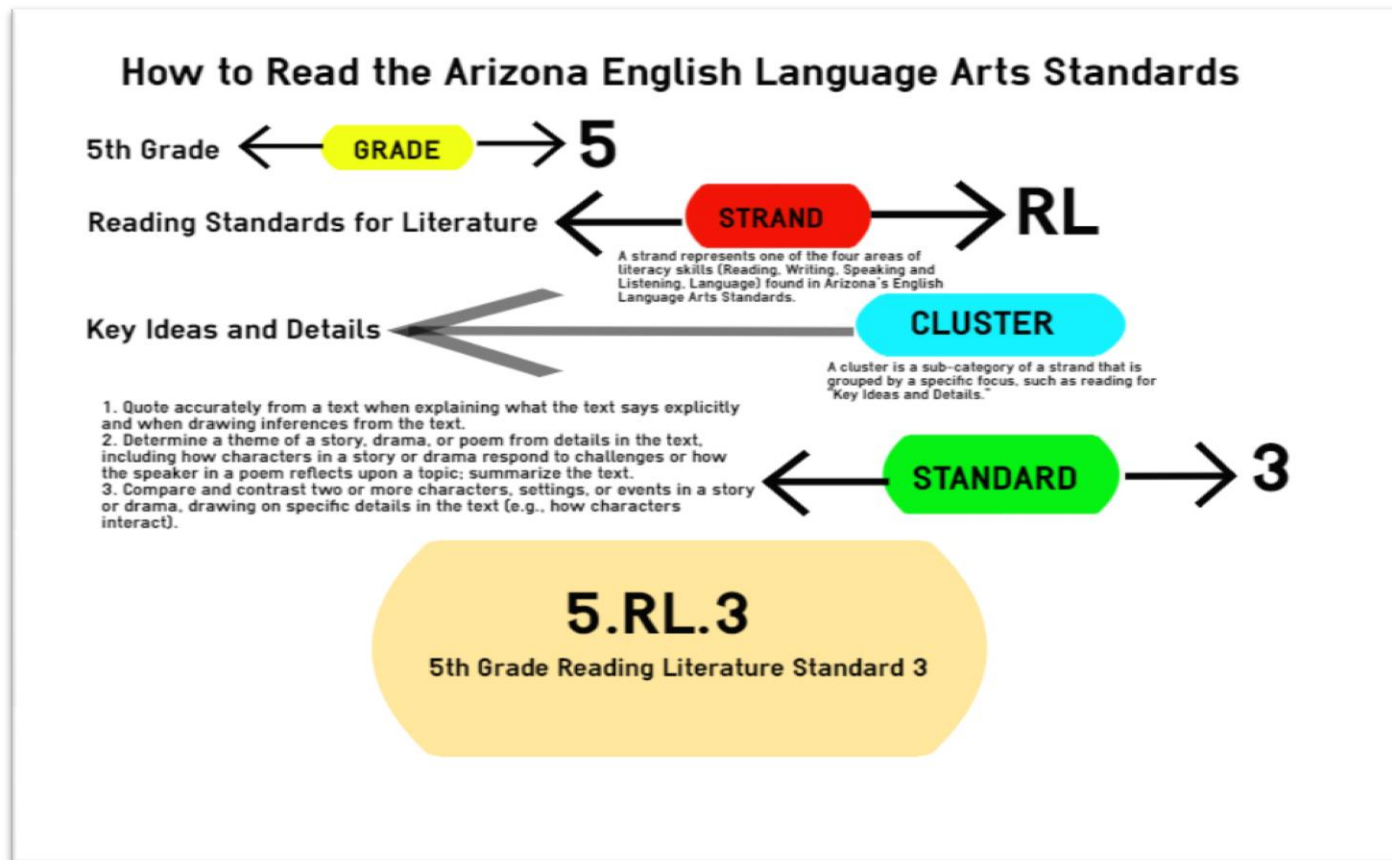
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RL.1)

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RL.1)

Each Anchor standard has an accompanying grade-specific standard translating the broader statement into grade-appropriate end-of-year expectations.

Part III: Structure of Standards

The coding for the standards kept the same structure as the 2010 standards.



Part IV: Overview of Changes

The suggested percentages for the use of literary and informational texts were removed.

- The 2010 standards included suggested percentages for the use of literary and informational texts.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

- While these percentages were removed, there are still 9 standards for reading literature and 10 standards for reading informational text at each grade level, so a balance of texts is required.
- However, that balance is now determined at a local level.

Part IV: Overview of Changes

The 6-12 Literacy in History, Science, and Technical Subjects standards have been removed.

Grades 6-12 content area teachers (science, social studies, math, arts, CTE, etc.) will continue to integrate reading, writing, and speaking/listening standards into their content instruction, but will now integrate the new ELA standards instead of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.

- In grades 6-12 content courses, grade-level ELA standards for reading informational text (RI) will replace the standards for Reading in History/Reading in Science and Technical Subjects (RH/RST).
- In grades 6-12 content courses, the use of the grade-level ELA standards for writing (W) will replace the standards for Writing in History, Science, and Technical Subjects (WHST).
- In grades 6-12 content courses, teachers will integrate the new grade-level ELA standards for speaking and listening (SL).

Part IV: Overview of Changes

The standards for text complexity (RL.10 and RI.10) in grades 2-12 now call for the use of **qualitative** and **quantitative** measures. The ELA Glossary contains guidance on using these measures when determining text complexity. The ELA standards still call for students to proficiently and independently read increasingly complex texts.

Standard (Elementary)

3.RL.10: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by **qualitative and quantitative measures** appropriate to grade 3.

3.RI.10: By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by **qualitative and quantitative measures** appropriate to grade 3.

Standard (Secondary)

6.RL.10: By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by **qualitative and quantitative measures** appropriate to grade 6.

6.RI.10: By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by **qualitative and quantitative measures** appropriate to grade 6.

Part IV: Overview of Changes

Text Complexity

Being able to read complex text independently, without help from adults or peers, and proficiently, with the ability to self-correct and fix comprehension issues as they arise, is essential for high achievement in college and the workplace. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. In particular, if students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text. A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, because knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself.

Three Part Model of Text Complexity: The Arizona English Language Arts Standards use a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of text.



Part IV: Overview of Changes

Examples that referenced specific works, authors, or curricular elements were removed from the standards, often opening the standard to a wider variety of texts. The removal of curricular examples was especially prevalent in grades 9-12.

Example:

2010 Standard	2016 Standard
9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9-10.RL.9: Analyze how an author draws on and transforms source material in a specific work.

ELA Overview of Changes: Reading

Examples that referenced specific works, authors, or curricular elements were removed from the standards.

Impacted Standards
2.RL.9
8.RL.9
9-10.RL.7
9-10.RL.9
9-10.RI.4
9-10.RI. 9
11-12.RL.3
11-12.RL.4
11-12.RL.5
11-12.RL.6
11-12.RL.7
11-12.RL.9
11-12.RI.4
11-12.RI.8
11-12.RI.9

Part IV: Overview of Changes

Standards for the use of the six syllable types when reading grade-level texts were added to the K-5 Reading: Foundational Skills standards to augment instruction in phonics.

Coding	Standard
1.RF.3.d	Recognize and apply all six syllable types when decoding grade level texts.
2.RF.3.c	Identify and apply all six syllable types to decode appropriate grade-level text.
3.RF.3.c	Apply knowledge of the six syllable types to read grade-level words accurately.
4.RF.3.c	Apply knowledge of the six syllable patterns to read grade level words accurately.
5.RF.3.b	Apply knowledge of the six syllable patterns to read grade level words accurately.

Part IV: Overview of Changes

A new Writing: Foundational Skills sub-strand was added to grades K-5 that focuses on sound-letter basics, handwriting, and spelling.

3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
3.WF.2	Standard ends at grade 2.
3.WF.3	Know and apply spelling conventions and patterns. a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). b. Identify language of origin for words, as noted in dictionaries. c. Spell singular and plural possessives (e.g., teacher's, teachers'). d. Spell regular two-and three-syllable words that: 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful, -tion). e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: 1. Irregular words. 2. Pattern-based words.

Importance of phonics

A five-year old student was learning to read. He then pointed at a picture in a zoo book and said,

"Look at this! It's a frickin' elephant!"

I took a deep breath, then asked.... "What did you call it?"

"It's a frickin' elephant! It says so on the picture!"

And so it does...

"A f r i c a n Elephant "



ELA Standards – Overview of Changes to the Standards

The foundational reading and new foundational writing standards work together to improve literacy skills.

Reading: Foundational Skills

1.RF.3: Know and apply phonics and word analysis skills in decoding one syllable or multisyllabic words.

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

d. Recognize and apply all six syllable types when decoding grade-level texts.

- e. Read words with inflectional endings.
- f. Recognize and read grade-appropriate irregularly spelled words.

Writing: Foundational Skills

1.WF.3: Know and apply phonics and word analysis skills when encoding words.

- a. **Spell common, regular, single-syllable words using:**
 - 1. Short vowels and single consonants.
 - 2. Consonant graphemes including *qu*, *x*, and *-ck*; digraphs (e.g., *thin*, *shop*, *when*, *much*, *sing*); and doubled letters (e.g., *off*, *will*, *mess*).
 - 3. Initial and final consonant blends (e.g., *must*, *slab*, *plump*).
 - 4. Long vowel patterns spelled correctly, including **VCe** (e.g., *came*, *like*), **common vowel teams** (e.g., *boat*, *play*, *wait*, *see*, *team*, *right*), and **open syllables** (e.g., *go*, *cry*).
 - 5. **Vowel-r combinations**, including *er*, *ar*, *or* (e.g., *car*, *her*, *stir*, *for*, *burn*).

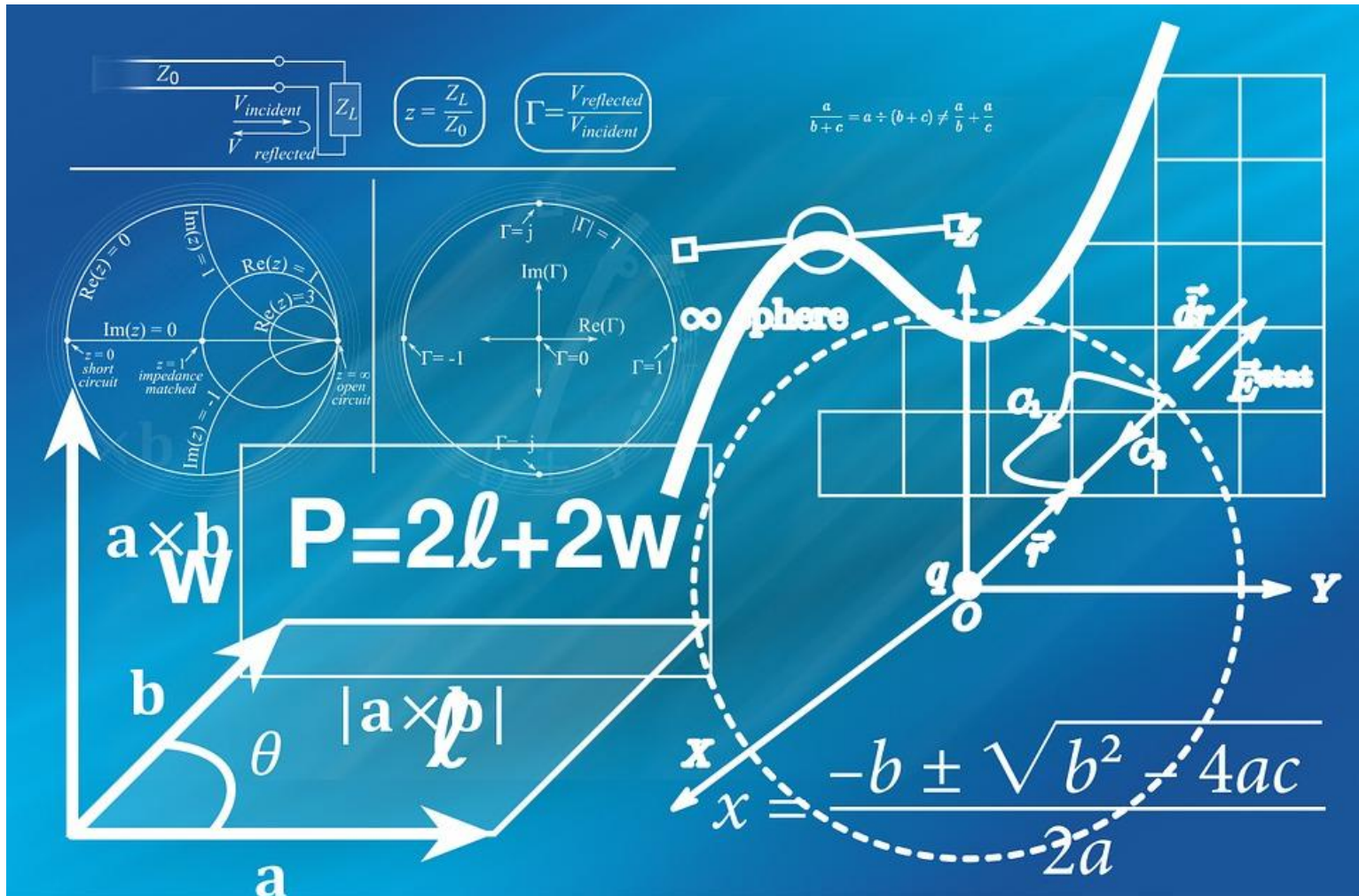
Part IV: Overview of Changes

Standards for the reading and writing of cursive were added at grades 3-5 in the new Writing: Foundational Skills sub-strand.

- Per A.R.S. 15-741 (E), handwriting will not be assessed on AZMERIT. However, this does not diminish its importance as a skill for improving both writing and reading skills.

Grade-level	Standard
3.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.
4.WF.1	Demonstrate and apply handwriting skills a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.
5.WF.1	Demonstrate and apply handwriting skills. a. Read and write cursive letters, upper and lower case. b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.

Arizona Mathematics Standards



Coding

- K-8
 - No changes in coding
 - New standards include a lower case letter or it is an additional standard at the end of the Domain
- High School – HS replaced with
 - A1 - Algebra 1
 - G- Geometry
 - A2- Algebra 2
 - P - Plus

Summary of Revisions and Planning Guidance Document

- Additions/Deletions
- Parameter Changes/Clarifications
- Content Emphasis
- Changes in Cognitive Demand (K-8)
- Standards for Mathematical Practice
- Standards/Curriculum/Instruction
- Fluency/Fluency Definition
- Rigor
- Table 1 and 2 (Grades K-4)

Better than a.....



1st Grade – Summary of Revisions and Planning Guidance - *Arizona Mathematics Standards - Adopted in 2016*

Additions		Deletions		
• 1.MD.B.3b – Identify coins by name and value (pennies, nickels, dimes and quarters).		No deletions		
Parameter Changes/Clarifications		Fluency Expectations		
1.OA.A.1	The stated situations were removed since they are in the referenced <i>Table 1</i> . The e.g. was changed to state “and/or equations” indicating written equations are not required.	K	K.OA.A.5 Fluently add and subtract within 5.	
1.OA.B.3	The properties referenced are commutative and associative properties of addition limiting the use of properties to those two.	1 st	1.OA.C.6 - Fluently add and subtract within 10.	
1.OA.B.4	Subtraction as an unknown-addend problem is limited to using numbers within 20.	2 nd	2.OA.B.2 - Fluently add and subtract within 20. By the end of 2 nd grade, know from memory all sums of two one-digit numbers. 2.NBT.B.5 - Fluently add and subtract within 100.	
1.OA.C.6	Only includes fluency expectation within 10. Adding/Subtracting within 20 using strategies is now in 1.OA.A.1.			
1.NBT.A.1	Specifically states to count by 1's, 2's, & 10's starting less than 100 so students have to transition from 2-digit numbers to 3-digit numbers when counting.			
1.NBT.C.4	Standard states that students need to demonstrate understanding of addition within 100, raising the cognitive demand of this standard. Specific method of adding two-digit numbers was removed. The standard also explicitly states the inclusion of multiples of 10.			
1.NBT.C.5	The requirement of explaining the reasoning use was removed, lowering the cognitive demand of this standard.			
1.NBT.C.6	The limit of both numbers being a multiple of 10 was removed, expanding the scope of this standard. The requirement to explain the reasoning was removed, lowering the cognitive demand of this standard.			
1.MD.B.3b	NEW STANDARD			
1.G.A.1	This standard is limited to 2-D shapes only.			
1.G.A.2	The names of shapes were removed from this standard.			
		Fluency Definition Fluency standard instruction should begin at the beginning of the year and continue throughout the school year. Wherever the word <i>fluently</i> appears in a content standard, the word includes efficiently, accurately, flexibly, and appropriately . Being fluent means that students are able to choose flexibly among methods and strategies to solve contextual and mathematical problems, they understand and are able to explain their approaches, and they are able to produce accurate answers efficiently. <ul style="list-style-type: none">• Efficiency—carries out easily, keeps track of sub-problems, and makes use of intermediate results to solve the problem.• Accuracy—reliably produces the correct answer.• Flexibility—knows more than one approach, chooses a viable strategy, and uses one method to solve and another method to double-check.• Appropriately—knows when to apply a particular procedure.		
		Standards that reference Table 1 in 1st Grade		
		1.OA.A.1	1.OA.A.2	1.NBT.C.4

Part V: Summary of Changes Documents

	A	B	C	D	E
1	8th Grade - Summary of Changes				
2	Standards, Curriculum, and Instruction				
3	<p>Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.</p> <p>Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.</p> <p>Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.</p>				
4	Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)				
5	<ul style="list-style-type: none">• The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.• The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. These respective disciplines will now incorporate literacy expectations into their standards as they see fit.• The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level.• A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.				
6	Additions to the 2016 Arizona ELA 8th Grade Standards	Deletions from the 2016 Arizona ELA 8th Grade Standards			
7		<ul style="list-style-type: none">• AZ.8.RI.10• AZ.8.W.4			
8	Moves within the 2016 Arizona ELA 8th Grade Standards	Parameter Changes/Clarifications to the 2016 Arizona ELA 8th Grade Standards			
9	<ul style="list-style-type: none">• 8.L.4.a (2010) moved to 8.L.4.b (2016)• 8.L.4.b (2010) moved to 8.L.4.a (2016)	<ul style="list-style-type: none">• 8.RI.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for explanation about expectations of text complexity.• 8.RI.6 - Changed "Determine an author's point of view or purpose in a text.." to "Determine an author's point of view, perspective and purpose in a text..."• 8.RI.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for explanation about expectations of text complexity.• 8.W.9 - Removed the parenthetical examples.• 8.SL.1.d - Changed "in light of the evidence" to "based on the evidence."• 8.L.1.d - Changed "Recognize and correct inappropriate shifts in verb voice and mood" to "Recognize and correct inappropriate shifts in verbals, voice, and mood."• 8.L.4.d - Removed the parenthetical example.			
10	Areas of emphasis to consider				
	<ul style="list-style-type: none">• The standards are designed to integrate all areas of literacy and are not meant to be taught as stand alone skills.• Functional text and functional writing fall under the larger umbrellas of informational text and expository writing, so the removal of the specific term from the standard does not remove the expectation that students will read and write functional texts.• Several standards in the Reading strands removed the parenthetical examples that referred to specific works and authors, clarifying the need for a wide range of texts.				

Part V: Summary of Changes Documents

Seven Sections

1. Definition of Standards, Curriculum, and Instruction
2. Overarching Changes (K-12)
3. Additions
4. Deletions
5. Moves
6. Changes
7. Areas of Emphasis



Part V: Summary of Changes Documents

Standards – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Arizona English Language Arts Standards: Anchor Standards Summary of Changes

Standards, Curriculum, and Instruction

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Part V: Summary of Changes

Documents

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – The methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

Arizona English Language Arts Standards: Anchor Standards Summary of Changes

Standards, Curriculum, and Instruction

Standards are what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Curriculum refers to the resources used for teaching and learning the standards. Curricula are adopted at the local level by districts and schools.

Instruction refers to the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of students in their classes to help them progress through the curriculum in order to master the standards.

Part V: Summary of Changes Documents

Overarching Changes (K-12):

- Removal of the percentages for the use of literary and informational texts (K-12)
- Removal of the Literacy in History/SS, Science, and Technical Subjects standards (6-12) and direction for these subjects to look to the ELA standards for Reading Informational Text, Writing, and Speaking & Listening.
- Addition of qualitative and quantitative measures to the text complexity standards, RL.10 and RI.10 (2-12)
- Removal of examples that reference specific works, authors, and/or curricular elements (K-12)
- Addition of a new Writing: Foundational Skills sub-strand (K-5)

Overarching Changes to the 2016 Arizona ELA Standards (Impact K-12)

- The required percentages for the use of literary and informational texts across the school day have been removed. There are still 10 Reading Informational Text and 9 Reading Literature standards at each grade level, so a balance of texts is necessary. However, that balance is now determined at the local level.
- The 6-12 Literacy Standards for History/Social Studies, Science, and Technical Subjects have been removed. Grades 6-12 content area teachers will now integrate the new ELA Reading Informational Text, Writing, and Speaking & Listening standards in place of the Grades 6-12 Standards for Literacy in History, Science, and Technical Subjects.
- The two text complexity standards in grades 2-12 now require the use of quantitative and qualitative measures to determine the appropriateness of a text for a specific grade-level. Guidance on text complexity is found in the glossary.
- Examples in the standards that reference specific works or authors have been removed, as curricular items are adopted at the local level.
- A new K-5 Writing: Foundational Skills sub-strand was added to the standards to work with the K-5 Reading: Foundational Skills sub-strand and the Language strand to support early literacy skills.

Part V: Summary of Changes Documents

Additions, Deletions, and Moves

- These sections list the standards that were deleted from the 2010 standards, moved to a new location in the 2016 standards, or added to the 2016 standards.
- The K-5 Writing: Foundational Skills standards were the largest addition to the standards.

Additions to the 2016 Arizona ELA 5th Grade Standards	Deletions from the 2016 Arizona ELA 5th Grade Standards
<ul style="list-style-type: none">• 5.RF.3.a• 5.RF.3.b• 5.RF.3.c• 5.RF.3.d• 5.WF.1• 5.L.1.f	<ul style="list-style-type: none">• AZ.5.RI.10 (This standard is subsumed in 5.RI.10.)• AZ.5.W.4 (This standard is subsumed in 5.W.4.)• AZ.5.L.1

Part V: Summary of Changes Documents

Parameter Changes/Clarifications

- This section lists the grade-level standards that were present in the 2010 standards but have been changed in the 2016 standards.
- Each changed grade-level standard includes a brief description of how the standard changed.

Parameter Changes/Clarifications to the 2016 Arizona ELA 5th Grade Standards

- 5.RL.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.
- 5.RI.10 - Added language about using qualitative and quantitative elements for determining text complexity. See glossary for guidance on text complexity.
- 5.RF.3 - Changed "Know and apply grade-level phonics and word analysis skills in decoding words" to "Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context."
- 5.W.6 - Changed "to type a minimum of two pages in a single sitting." to "to complete a writing task."
- 5.W.7 - Added "and to answer a specific question."
- 5.W.9.a - Removed parenthetical examples.
- 5.W.9.b - Removed parenthetical examples.
- 5.SL.1.d - Changed "in light of information" to "based on information."

Part V: Summary of Changes Document

Areas of Emphasis

1. This section is designed to highlight key elements in the grade-level and grade band.
2. It includes elements that are new to the standards and crucial elements that remained in the standards
 - The ELA shifts are embedded in this section for each grade level.
 - Regular practice with complex texts and academic vocabulary
 - Using evidence from literary and informational texts when reading, writing, and speaking
 - Reading complex and content-rich nonfiction to build knowledge and understanding
3. This section is not all-inclusive. It is a quick reference for key elements and does not replace the need to read the standards in detail.

Areas of Emphasis to Consider

- The standards are designed to integrate all areas of literacy and are not meant to be taught as stand alone skills.
- Functional text and functional writing fall under the larger umbrellas of informational text and expository writing, so the removal of the specific term from the standard does not remove the expectation that students will read and write functional texts.
- The Writing: Foundational Skills standards call for spelling progressions starting with letter-sound correspondences in grades K-1 (WF.3), moving to patterns and syllables in grades 2-3 (WF.3), and then to morphology (Greek and Latin roots/affixes) in grades 4-5 (4.L.2.d, 4.RF.3 and 5.L.2.e, 5.RF.3).
- The standards call for students to move from referring to the text (4th grade) to quoting the text accurately (5th grade) to support ideas, analysis, and inference when reading, speaking, or writing.
- The standards call for students to accurately summarize a text and to integrate information gained from a variety of texts.
- The standards call for students to continue to develop their cursive writing skills.
- The standards call for students to attend to academic vocabulary and to correctly use standard English conventions in a variety of authentic reading, writing, and speaking tasks.
- The standards call for students to use various strategies to determine the meanings of unknown words.
- The standards call for students to conduct research to build knowledge.

Part V: Summary of Changes

Documents: Available Resources

- Summary of Changes documents (Anchor, K-8, 9/10 and 11/12) are available now.
- Trainings on the new ELA standards are available in both webinar and in-person formats.
 - Overview of Changes to the ELA Standards
 - K-3 Writing: Foundational Skills
 - Six Syllable Types
 - Text Complexity
 - Rhetorical Reading and Writing
 - Informational Texts in the ELA Classroom
 - Blended Writing

***Webinars are offered on demand at no charge.**

<http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards/>

Mathematics Implementation

Overview of changes to the math standards

Crane Digital Curriculum Resource

Tara Guerrero Math Specialist, Crane Schools

Family News Letter in January