

Crosswalk Directions:

1997 MLR to 2007 MLR

1. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the standard or performance indicator of the 1997 MLR can be found in the 2007 MLR. If you indicate that the standard or performance indicator is partially found, please explain in the cell of the spreadsheet. If you answer "no", please respond only to question 6, 8, and 9.
2. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which the concept/idea of the 1997 MLR standard or performance indicator can be found in the 2007 MLR. If you indicate that the idea/concept is partially found, please explain in the cell of the spreadsheet.
3. Use a Y (yes), an N (no), or a P (partially) to indicate the extent to which whether the wording of the 1997 MLR can be found in the 2007 MLR. If you indicate that the wording is partially found, please explain in the cell of the spreadsheet.
4. Indicate where the standard or performance indicator of the 1997 MLR can be found in the standards, performance indicators and/or appropriate descriptors of the 2007 MLR. For example, one might indicate A (standard A), A1 (standard A, performance indicator 1), A1a (standard A, performance indicator 1, descriptor a), A1a, b, and e (standard A, performance indicator 1, descriptors a, b, and e).
5. Indicate with a Y (yes) or an N (no) whether the performance indicator of the 1997 MLR is be found at the same grade span in the 2007 MLR. If "no", indicate the grade span or grade level where the performance indicator is found in the 2007 MLR. As an example, a performance indicator found in 5-8 in the 1997 should be considered to be at a different grade span if it is found at 6-8 in the 2007 MLR.
6. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 1997 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.
7. Indicate with a 1, 2, 3, 4, 5 or 6 the level of Bloom's Taxonomy that best represents the cognitive demand of the 2007 MLR. Where more than one level of cognitive demand is indicated please use more that one designation. Please use the attached copy of Bloom to guide your decision about the cognitive demand.

CONTINUITY

English Language Arts CROSSWALK: 1997 MLR to 2007 MLR	Is it in the 2007 standards?	Is the CONCEPT/IDEA the same?	Is the WORDING the same?	WHERE is it found? (Standard, PI, Descriptor)	Is it at the same grade span or grade level?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 1997 MLR?	At what level of Bloom's taxonomy is the COGNITIVE DEMAND in the 2007 MLR?
A. PROCESS OF READING							
Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Readers apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on prior experience, interactions with others, knowledge of word meaning and knowledge of other texts, word identification strategies, and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	Yes	Yes	Close,	2007 Content Standard Level	Yes, Since the connection is at the content standard level, the expectations apply across the grade spans.	Levels 1-6	Levels 1-6
ELEMENTARY GRADES Pre-K-2							

Crosswalk - ELA 1997-2007

1. Seek out and enjoy experiences with books and other print materials.	No					3-Application	
2. Demonstrate an understanding that reading is a way to gain information about the world.	No					3-Application	
3. Make and confirm predictions about what will be found in a text.	Yes Yes, One or the range of strategies readers use to aid comprehension and develop fluency.	Yes	Partial, The 2007 document has specific language about predictions with informational texts.	2007 PK-2 Grade Span A3d	Yes	2-Comprehend	Levels 2,5
4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.	Yes, One or the range of strategies readers use to aid comprehension and develop fluency.	Yes	Partial, The 2007 document language is more broad about the strategies with Links to provide the specificity.	2007 Grade Span PK-2 A1a	Yes	3-Application	3-Application
5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.	Yes, One or the range of strategies readers use to aid comprehension and develop fluency.	Yes	Close,	2007, PK-2 A1a-d	Yes	Levels 2-5	Levels 2-5
6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.	Yes	Yes	Close,	2007 PK-2 A1a-d	Yes	Levels 2-5	Levels 2-5
7. Ask questions and give other responses after listening to presentations by the teacher or classmates.	Yes	Yes	The connection is at the descriptor level under the Listening and Speaking content standard	2007 Grade Span 3-5 descriptors E1a-b	No, The connection is at a higher grade span.	Levels 2,4	Levels 2,4
ELEMENTARY GRADES 3-4							
1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.	Yes	Yes	Close	2007 Grade Span PK-2 descriptor A1c	No, The connection is at a lower grade span.	Levels 2,3	Levels 2,3
2. Adjust reading speed to suit purpose and difficulty of the material.	No					3-Application	
3. Recognize when a text is primarily intended to persuade.	Yes	Partial, The difference between the two is that the 2007 document goes deeper in comprehending.	Partial, The 2007 document is expecting the identification of the author's purpose and identifying the main idea and supporting details.	2007 Grade 3 descriptor A4a-b	No, The grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1,4	Levels 1,4
4. Select texts for enjoyment.	No					3-Application	
5. Read a variety of narrative and informational texts independently and fluently.	Yes	Yes	The 2007 adds the specificity of pacing, phrasing, intonation and expression.	2007 Grades 3,4,5 descriptors A1e	No, The grade span configuration in the 2007 document is 3-5 rather than 3-4.	Levels 1-5	Levels 1-5
MIDDLE GRADES 5-8							
1. Formulate questions to be answered while reading.	Yes, This is an example of a before reading strategy.	Yes	The 2007 document has examples of before reading strategies in a Link.	2007 Grades 6,7,8 descriptors A1a, A3a	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 4,5	Levels 1-6
2. Reflect on what has been discovered and learned while reading, and formulate additional questions.	Yes, Example of a during and after reading strategies	Yes	The 2007 document has examples of during and after reading strategies in a Link.	2007 Grades 6,7,8 descriptors A1a, A3a	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 4,5	Levels 1-6

Crosswalk - ELA 1997-2007

3. Identify specific devices an author uses to involve readers.	Partial, The 2007 document focus more on the affect specific devices have on the reader's response or on the information or argument found in the text.	Partial, The 2007 document keeps the focus more on the impact on comprehending rather than engagement.	Partial, The language in the 2007 document directs the focus to the relationship between the specific devices or techniques and the impact on comprehending.	2007 Grades 6,7,8 PIs A2, A3, and A4	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 1,4	Levels 1,4,6
4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	Yes, An example of a during reading strategy	Yes	The 2007 document provides specificity of during reading strategies in a Link.	2007 Grades 6,7,8 descriptor A1a	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2,3	Levels 1-6
5. Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	Partial, Inherent when comprehending texts but not explicitly stated in the 2007 document.	Yes, the ultimate goal of reading is to use everything available to facilitate deep comprehension.	No language in the 2007 document that explicitly states these contexts.			2-Comprehend	
6. Identify accurately both the author's purpose and the author's point of view.	Yes	Yes	Partial, The 2007 document separates author's purpose and author's point of view and places the expectation in different grades and descriptors.	Point of View, Position, Perspective:Grade 6 A3c and A4d Purpose: Grade 3 A4a	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	4-Analysis	4-Analysis
7. Summarize whole texts by selecting and summarizing important and representative passages.	Yes	Yes	Partial, The expectation is found in a number of grades and for a number of different purposes.	Grades 3,4,5 PI A3; Grade 6 descriptor A4d	No	2-Comprehend	2-Comprehend
8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	Yes, The 1997 PI is broad enough to encompass the 2007 PIs and their descriptors.	Yes	The 2007 PIs and their descriptors provide greater specificity about purpose and parameters.	Grades 6,7,8 PIs and descriptors A2 a-f, A3 a-e, A4 a-d	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 2-6	Levels 2-6
9. Explain orally and defend opinions formed while reading and viewing.	This is more a medium for assessment than a standard, PI, or descriptor.					3-Application	
10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	Partial, The 2007 document expectation is centered on listening.	Yes	Partial, The 2007 document has no language articulating adjusting viewing strategies to improve comprehension.	2007 Grade Span 6-8 PI E1	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	3-Application	3-Application
11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	Partial, The expectation appears in a 2007 research descriptor	Partial, The purpose of the 1997 PI is unclear.	Partial, While evaluation is not stated in the language of the 2007 descriptor, a subsequent step of organizing the information contained in the notes will require analysis, synthesis, and evaluation.	2007 Grade Span 6-8 PI C1c.	No, The grade span configuration in the 2007 document is 6-8 rather than 5-8.	Levels 5,6	Levels 4-6
SECONDARY GRADES							
1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.	No					2-Comprehend	
2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.	No					2-Comprehend	

<p>3. Identify the author's purpose and analyze the effects of that purpose on the text.</p>	<p>Partial, While specifically stated in a 2007 descriptor at a lower grade span, the author's purpose is subsumed in the mode of the PI and its descriptors at the higher grade spans.</p>	<p>Partial, Author's purpose will drive decisions regarding which mode of writing to use, which text structures, and which rhetorical devices to use to achieve the desired affect.</p>	<p>The 2007 descriptor does not expect an analysis of the effect of the purpose on the text.</p>	<p>2007 Grade 3 descriptor A4a</p>	<p>No, It is at a lower grade span. The 2007 9-D PI and its descriptors are more focused on analyzing the argument and the affect figurative language and rhetorical devices have on the argument.</p>	<p>4-Analysis</p>	<p>Levels 2,4</p>
<p>4. Identify the author's point of view and analyze the effects of that point of view on the text.</p>	<p>Partial, Understanding the author's point of view or perspective is the primary focus in the 2007 document</p>	<p>Partial, Grade 6 descriptor A3c approaches analysis of the effect of the point of view by requiring students to trace the development of the point of view and the grade 8 descriptor requires analysis for bias.</p>	<p>Partial, The language of the identified 2007 reading descriptors vary along a continuum of requiring analysis of the effect of the author's point of view on the text.</p>	<p>2007 Grade 6 descriptor A4b,d and A3c Grade 8 descriptor A4b</p>	<p>No, It is at a lower grade span. The 2007 9-D PI and its descriptors are more focused on analyzing the argument and the effect the use of figurative language and rhetorical devices have on the argument.</p>	<p>4-Analysis</p>	<p>Levels 2,4</p>
<p>5. Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</p>	<p>Yes</p>	<p>Yes, Students are asked to note how the text structures and rhetorical devices affect the information and arguments presented.</p>	<p>The 2007 PI asks student to also evaluate how the text structures affect the information and arguments presented in texts.</p>	<p>Grade span 9-D descriptors A4b,c</p>	<p>No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.</p>	<p>Levels 4,6</p>	<p>Levels 4,6</p>
<p>6. Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</p>	<p>Yes, Use of context is a vocabulary development strategy for determining the meaning of an unknown word.</p>	<p>The 2007 document goes much further with vocabulary development encompassing "owning" a word as well as determining its meaning.</p>	<p>The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.</p>	<p>2007 Grade Span 9-D descriptors A1b,c</p>	<p>No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.</p>	<p>Levels 2,3</p>	<p>Levels 2,3</p>
<p>7. Use the context of a work to determine the meanings of abbreviations and acronyms.</p>	<p>Yes, Use of context is a vocabulary development strategy for determining the meaning of an unknown word.</p>	<p>The 2007 document goes much further with vocabulary development encompassing "owning" a word as well as determining its meaning.</p>	<p>The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.</p>	<p>2007 Grade Span 9-D descriptors A1b,c</p>	<p>No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.</p>	<p>Levels 2,3</p>	<p>Levels 2,3</p>
<p>8. Find the meaning of relatively uncommon technical terms used in informational texts.</p>	<p>Yes, the 2007 document offers specific strategies at the descriptor level and with attached Links.</p>	<p>The 2007 document goes much further with vocabulary development encompassing "owning" a word as well as determining its meaning.</p>	<p>The language in the 2007 document uses descriptors and Links to address specific vocabulary development strategies.</p>	<p>2007 Grade Span 9-D descriptors A1b,c</p>	<p>No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.</p>	<p>Levels 2,3</p>	<p>Levels 2,3</p>
<p>9. Identify the philosophical assumptions and basic beliefs underlying a particular text.</p>	<p>Partial, Inherent when comprehending texts but not explicitly stated in the 2007 document.</p>	<p>Yes, the ultimate goal of reading is to use everything available to facilitate deep comprehension.</p>	<p>No, language in the 2007 document that explicitly states identifying philosophical assumptions and basic beliefs underlying a text.</p>	<p>2007 Content Standards A2, A3, A4</p>	<p>which is a 9-12 expectation in 1997</p>	<p>4-Analysis</p>	<p>Levels 4,6</p>

10. Analyze how the cultural context of a literary work is evident in the text.	Partial, Inherent when comprehending texts but not explicitly stated in the 2007 document.	Yes, the ultimate goal of reading is to use everything available to facilitate deep comprehension.	No language in the 2007 document that explicitly states analyzing cultural contexts.	2007 Content Standard A2	Primarily a 9-D expectation which is a 9-12 expectation in 1997	4-Analysis	4-Analysis
11. Represent key ideas and supporting details in various written forms (e.g., outline, paraphrase, concise summary).	Partial, The 1997 PI limits demonstration to written forms. Aside from the writing content standard, no other content standard's PIs limit the response to only written forms.	Partial, The demonstration of comprehending a text or multiple texts takes many forms in the 2007 document.	Partial, The language used in the 2007 document leaves open many possibilities to represent key ideas and supporting details in various texts	2007 Writing Content Standard	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	2-Comprehend	Levels 2-6
B. LITERATURE AND CULTURE							
Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Literary texts that are rich in quality, add to the understanding of history and various cultures and build an appreciation of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	Yes, Reading literary texts is an expectation of the 2007 document.	Partial, The language of the 2007 content standard, higher grade span PIs and descriptors emphasize analysis of how the characteristics of literary texts help shape a reader's response.	Partial, The 1997 language describes more fully the impact literary texts can have on adding to the understanding of history and various cultures as well as building an appreciation of the many dimensions of human experience.	The connection is found when the 2007 reading content standard, literary texts PIs and descriptors A2 a-f are considered as a whole unit.	Across all grade spans	Levels 1-6	Levels 1-6
ELEMENTARY GRADES Pre-K-2							
1. Understand the basic plot of simple stories.	Yes	Yes	The 2007 language empohasizes the use of leveled texts, identifies specific genres to use and expects that the problem and solution will also identified by students.	2007 descriptor A2b	No, The connection is at the 3-5 grade span in the 2007 document.	2-Comprehend	Levels 2,4
2. Draw logical conclusions about what will happen next or how things might have turned out differently in a story.	No					4-Analysis	
3. Identify differences and similarities in story elements (e.g., plot, setting, characters, conflict resolution) in works from various cultures.	No					4-Analysis	
4. Distinguish between fiction and nonfiction.	While not specifically measured, the 2007 document's foundations are rooted in students' analysis of the characteristics of each genre and mode of writing.					4-Analysis	
ELEMENTARY GRADES 3-4							

1. Demonstrate awareness of the culture and geography pertinent to the texts they read.	Partial, This is measured in the 2007 document through analysis of the setting's effect on the problem and resolution.	Partial, Both documents realize place and time have an impact on a literary work.	Partial, The 2007 document places greater emphasis on the connections between and among story elements and literary elements to facilitate deeper levels of comprehension.	2007 Grade 6 descriptor A2b	No, It is at a higher grade within a grade span.	2-Comprehend	4-Analysis
2. Use literary pieces to better understand and appreciate the actions of others.	Partial, The 2007 document focuses on the impact characters have on other story elements rather than to the actions of others.	Partial, Both documents focus on characters' actions, feelings, and motives.	Partial, The 2007 document language at this grade span contains character analysis to the impact the character has within the confines of the narrative.	2007 Grades 3,4,5 descriptors A2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2,6	4-Analysis
3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).	Yes, It is measured under the listening and speaking content standard.	Yes, Both documents are measuring active listening.	The language in both documents is close.	2007 Grade Span 3-5 descriptor E2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	3-Application	3-Application
4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.	No, This is a strategy for instruction.					Levels 2-4	
5. Identify important characters in quality works containing several characters.	No					Levels 2,4	
6. Make and justify conclusions about the motives of characters and the consequences of their actions.	Yes	Yes	The language in the 2007 document provides the parameters of knowledge of the situation, setting, character traits, motivations, and feelings as anchors for drawing conclusions about a character's motives and the consequences of the character's actions.	2007 Grade 4 descriptor A2a	No, the grade span configuration in the 2007 document is 3-5 rather than 3-4.	4-Analysis	4-Analysis
7. Identify and explain how characters and situations found in various materials are like people or events in their own lives or in other works.	No					Levels 2,4	
8. Understand how dialogue relates and contributes to a story or text.	Dialogue is one vehicle characters have to reveal themselves.	Yes, Characters impact the story elements and therefore the dialogue of characters can impact story elements.	The 2007 document language focuses on the characters and their characterization at the descriptor level.	2007 Grades 3,4,5 descriptors A2a	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2,4	4-Analysis
9. Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.	Yes	Yes	The 2007 document language is more precise in its expectation of comprehension of the basic plot, identifying the problem and the solution.	2007 Grade Span 3-5 descriptor A2b	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	2-Comprehend	Levels 2,4
10. Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	Yes, The 1997 PI is so broad that all of the descriptors of the 2007 document are connected to it.	Yes, Both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have Pis and descriptors with a more consistent grain size across the document.	2007 Grade span 3-5 descriptors A2 a-g	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2-4	Levels 2-4
11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.	Yes	Yes	The glossary of the 2007 document defines nonfiction and leveled texts indicates the text complexity.	2007 Grade Span 3-5 PI A2	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	Levels 2-4	Levels 2-4

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12. Demonstrate understanding of enduring themes of literature (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality).	Yes, both documents measure knowledge of themes.	Yes,	The 2007 document builds a description of the development in understanding around the concept of theme.	2007 Grade Spna 3-5 descriptor A2e	No, In the 2007 document the grade span configuration is 3-5 rather than 3-4.	2-Comprehend	Levels 1-2
MIDDLE GRADES 5-8							
1. Demonstrate an understanding that people respond to literature in different and individual ways.	No					2-Comprehend	
2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.	Yes, but in the research content standard	Yes, the intent of inquiry	The 2007 research content standard encompasses all sources of credible information.	2007 Grade Span 6-8 PI C1	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 1-4	Levels 1-6
3. Identify the main and subordinate characters in literary works.	This 1997 PI is subsumed in the 2007 PI on characters.	No, The 2007 PI is more focused on characterization and the characters affect on other story elements and characters.	This 1997 PI is a discrete skill and small in grain size compared to the 2007 descriptor A2a.	2007 Grades 6,7,8 descriptors A2a	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 1,2,4	4-Analysis
4. Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.	No					Levels 2,4	
5. Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.	Dialogue is one vehicle characters have to reveal themselves.	Both documents measure elements of characterization and the affects characters have on other story elements.	The 2007 document language focuses on the characters and their characterization at the descriptor level.	2007 Grades 6,7,8 descriptors A2a	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 2,4	4-Analysis
6. Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).	Yes	The 2007 document moves beyond just recognition in this grade span.	The language in the 2007 document requires deeper levels of understanding about the effects of literary devices in a text or the relationship between the use of literary devices and an writer's style.	2007 Grades 6,7,8 descriptors A2d	In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge	Levels 2,4,5
7. Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).	Partial, The 2007 language of the PI and its descriptors measure deeper understandings of the impact elements of plot have on the narrative as a whole.	No	Partial, the 2007 document moves beyond simple recognition of elements of plot to analysis or evaluation of the impact these elements have on the narrative as a whole.	2007 Grades 6,7,8 descriptor A2b	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	1-Knowledge	Levels 4-6
8. Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	Yes, The 1997 PI is so broad that all of the descriptors of the 2007 document are connected to it.	Yes, Both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have Pis and descriptors with a more consistent grain size across the document.	2007 Grades 6,7,8 PI and its descriptors A2 a-g	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 2-6	Levels 2-6

9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	Yes	Yes	The glossary of the 2007 document defines nonfiction texts and leveled texts indicates the text complexity.	2007 Grades 6,7,8 PI A2	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 2-6	Levels 2-6
10. Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	Yes	Yes, Students are expected to know the defining text structures of different types of literary texts in both documents.	The 2007 PI expects students to analyze the characteristics of leveled literary texts and analyze how the text structures and common literary devices shape a reader's response.	2007 Grades 6,7,8 PI A2	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	2-Comprehend	4-Analysis
11. Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	Yes	Yes, Students are always expected to defend their opinions using evidence from the as support.	The language of the 1997 PI is subsumed in the expectations of the 2007 descriptors	2007 Grades 6,7,8 PI A2	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	4-Analysis	4-Analysis
12. Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	Yes	Yes	The language of the 2007 descriptors expect analysis of themes across works.	2007 Grades 7,8 descriptors A2e	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	Levels 4,5	4-Analysis
13. Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.		Anytime students can identify an implied theme they are demonstrating the ability to differentiate between main ideas and themes. Yes	Partial, A 2007 descriptor expects students to determine the theme of a selection, whether implied or stated directly.	2007 Grade 6 descriptor A2e	No, In the 2007 document the grade span configuration is 6-8 rather than 5-8	4-Analysis	4-Analysis
SECONDARY GRADES							
1. Distinguish between the purpose of a literary work and the personal response of an individual reader.	Yes	Yes, Both documents expect students to analyze what is shaping a readers' response.	The language of the 2007 PI expects analysis of the characteristics of a type of genre, an analysis of how the text structures and common literary devices shape the reader's response.	2007 Grade Span 9-D PI A2	No, In 2007, the grade span configuration is 9-D rather than 9-12.	4-Analysis	4-Analysis
2. Identify the simple and complex actions and interactions involving main and subordinate characters in a work.	Partial, the actions and interactions of characters is measured through the conflict in the narrative. Yes	Yes	In the 2007 document students are expected to analyze external and internal conflict of characters.	2007 Grade Span 9-D descriptor A2d	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 2,4	4-Analysis
3. Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.	Text to self connections often occur when reading and contribute to comprehending the text. Yes	Yes	In the 2007 document students are expected to analyze how text structures and literary devices shape a reader's response to the text.	2007 Grade Span 9-D PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 4,5	4-Analysis

4. Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.	Dialogue is one vehicle characters have to reveal themselves.	Partial, The effect of dialogue on the style of a work is not clearly evident in the language of the 2007 descriptors.	It is at the PI level that an analysis of fiction, nonfiction, drama, and poetry are stated as an expectation which could open the door for the expectation of the stylistic effect of dialogue on the style of a work.	2007 Grade Span 9-D PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 2,4	4-Analysis
5. Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).	Yes	Yes, Both documents expect analysis of common literary devices on the overall quality of a work.	Partial, The 2007 analysis is on the effect common literary devices have on style and tone of a text.	2007 Grade Span 9-12 descriptor A2e	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1,4	4-Analysis
6. Identify and analyze how complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) effect the overall quality of a work.	Internal and external conflict are example of complex elements of plot.	Partial, While internal and external conflict have far-reaching effects on the other story elements, they are not so significant to discount the other elements having any affect as well.	The language of the 2007 descriptor focuses on an anlysis of the impact of external and internal conflict of characters and less on the impact to the overll quality of a work.	2007 Grade Span 9-D descriptor A2d	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1,4	4-Analysis
7. Apply mature strategies to the reading and interpretation of lengthy adult level fiction, (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.	Yes, The 1997 PI is so broad that all of the descriptors of the 2007 document are connected to it.	Yes, Both documents measure the interpretation of fiction.	One of the goals of the 2007 document was to have Pis and descriptors with a more consistent grain size across the document.	2007 Grade Span PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1-6	Levels 2-6
8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.	Yes	Yes	The glossary of the 2007 document defines nonfiction texts.	2007 Grade Span PI A2	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 1-6	Levels 2-6
9. Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	Yes, but at an earlier grade span	Yes, but at the 6-8 grade span.	The 2007 PI language expects analysis of how the text structures of leveled fiction, nonfiction, drama, and poetry and the common literacy devices help shape a reader's response.	2007 Grades 6.7.8 PI A2	No, The connection is at the 6-8 grade span.	Levels 2,4	4-Analysis
10. Draw from a broad base of knowledge about literature of the United States and the world to examine and critique how print and visual texts explore the human experience and condition.	This is more of a curriculum objective.					Levels 4-6	
11. Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.	Yes	Yes	The language of the 2007 descriptor is focused on the evaluation of the theme or themes, whether explicitly stated or implied, in a literary text.	2007 Grade Span 9-D descriptor A2b	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levels 4-6	Levels 4-6
C. LANGUAGE AND IMAGES							
Students will demonstrate an understanding of how words and images communicate. Language and images enable people to get things done, to take charge of their lives, to express opinions and feelings, to experience emotions, and to function as productive citizens. Students will consider such things as the relationship between thought and language, the ways people use language and other symbol systems to communicate, the history and structure of English, and the similarities and differences in the ways various social, occupational, and cultural groups use language.	Yes, the intent of this 1997 Content Standard can be found in several 2007 Content Standards.	Yes, the central ideas in this 1997 Content Standard are "how words and images communicate and how people use language and images."	Partial, the central ideas of this 1997 Content Standard are captured in the expectations for students when they read, write, listen, speak, and develop an awareness of the effects of media.	Content Standards A: Reading, B: Writing, D: Language, E: Listening and Speaking, F:Media	Yes, Since the connection is at the content standard level in both documents, the connection applies to all grades spans in both documents.	Levels 3 &4	Levels 2-6
ELEMENTARY GRADES Pre-K-2							

1. Distinguish between and make observations about formal and informal uses of English.	Partially	Partially present, the intent to understand the distinction between formal and informal uses of English is present but at a different level of expectation.	No, the language is at different levels of cognitive demand.	Grade Span 6-8 and 9-D PIs (E1 and E2) Grade Span 9-D Descriptor Level D1a and D2a.	No, In 2007, the expectation is at a much higher grade spans than PK-2.	4-Analysis	3-Application
	Yes	Yes, the central ideas in this 1997 Content Standard are phonemic awareness, phonics, and the rhythms of language.	Partial, the central ideas of this 1997 Content Standard are foundational understandings that build success in reading. The connections to the 2007 MLRs are along two levels of cognitive demand at the descriptor level.	Descriptor Level :PK-2 A1a, A2e	Yes, Both are at the PK-2 level.	1-Knowledge	1,3
3. Make valid observations about the use of words and visual symbols.	No					4-Analysis	
ELEMENTARY GRADES 3-4							
1. Identify and evaluate how language use varies according to personal situations and settings (e.g., school, home, and community).	No					Levels 1,6	
2. Identify the social context of conversations and its effect on how language is used.	No					Levels 1,4	
3. Identify the use of nonverbal cues in conversations.	Partially found in "E. Listening and Speaking"	Partially, gestures are one form of nonverbal cues.	Partially, different levels of cognitive demand are expected.	Descriptor Level 3-5 E2c and 6-8 E2b	No, In 2007, the Grade Span configurations are 3-5 rather than 3-4 and 6-8 rather than 5-8.	1-Knowledge	3-Application
4. Make observations about the use of language and graphic symbols encountered in various real-life situations.	Partially found in Reading and Media.	Partially, structural features in informational texts help to communicate information and various media forms can convey the same information in different ways.	Partially, The intent of the 1997 PI is the observation of the use of language and graphic symbols to communicate in life while in 2007 the application or analysis is narrowed to reading and media.	Descriptor Level 3-5 A3b and F1a	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	4-Analysis	3,4
5. Investigate the languages of other cultures and compare/contrast them to English.	No					4-Analysis	
6. Make observations about specific uses and idioms of language.	Yes, Reading Literary Texts	Partially, identifying and describing the function of idioms is at a lower cognitive level than the analysis required to make observations about the use of idioms.	Partially, the intent of the 1997 PI is to analyze the use of idioms while in the 2007 PI, the intent is to identify idioms and describe the function of the idiom.	Descriptor Level: 3-5 A2d	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	4-Analysis	Levels 1,2
MIDDLE GRADES 5-8							
1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.	Partially, The student usually makes a decision or forms a conclusion, dependent on audience and purpose, before adjusting listening strategies or speaking strategies for informal or formal discussions, debates, or presentations .	Partially, The 1997 PI implies a general application while the 2007 Listening and Speaking PIs narrow the focus to informal and formal discussions, debates, or presentations.	Partially, the intent in both 1997 and 2007 require the student to understand that different language choices and structures are used dependent on how formal or informal a situation is and for what purpose and audience. The 2007 PI expects students to apply this understanding in formal and informal speaking and listening situations.	Performance Indicator Level Grade Span 6-8 E1 and E2	In 2007, the Grade Span configuration is 6-8 rather than 5-8.	2-Comprehend	3-Apply
2. Understand factors that commonly affect language change and use.	No					2-Comprehend	
3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style	No					3-Apply	

4. Use knowledge of the fundamental parts of speech when writing and speaking.	Yes	Yes, In both 1997 and 2007, students are expected to apply their knowledge of the parts of speech.	Partially, In 1997, the PI limits the application to writing and speaking but in 2007 the expectation applies when reading to aid comprehension and the expectation applies whenever a student is communicating in whatever form of communication.	Performance Indicator Level Grade Span 6-8 D1	In 2007, the Grade Span configuration is 6-8 rather than 5-8.	3-Apply	3-Apply
5. Demonstrate an understanding of the concept of propaganda.	Yes	Partially, in both 1997 and 2007, students are expected to understand propaganda. However, in 2007, students are expected to note instances of propaganda as well.	Partially, The wording is not the same but the intent behind the wording to understand the concept of propaganda is the same.	Descriptor Level F1c	No, In 2007, the Grade Span configuration is 6-8 rather than 5-8.	2-Comprehend	2-Comprehend
SECONDARY GRADES							
1. Demonstrate an understanding of the relationship among perception, thought, and language.	No					2- Comprehend	
2. Demonstrate an understanding of how language considerations and representations involving gender affect communication.	No					2-Comprehend	
3. Compare the ways various social, occupational, and cultural groups use language, and comment on the impact of language use on the way people are viewed and treated.	No					4-Analysis	
4. Compare form, meaning, and value of different kinds of symbol systems (e.g., religious symbols, holiday symbols, the symbolism of particular types of architecture).	No					4-Analysis	
5. Demonstrate understanding of the history of and changes in the English language by explaining examples.	No					2-Comprehend	
6. Use dictionaries, handbooks, and other language-related resources to evaluate the accuracy of their use of English.	Partially, In 2007, consulting referene sources is expected to determine the meaning of unknown words and implied in editing writing in most situations.	Partially, In 1997 the way this expectation is stated applies across all uses of language while in 2007 the expectation is more narrow.	Partially, the intent is the same but the wording is not the same.	Descriptor Level Grade Span 9-D A1a and Grades Span 9-D B1c	In 2007, the Grade Span configuration is 9-Diploma rather than 9-12.	3-Apply	3-Apply
7. Demonstrate an understanding of the political implications of different forms of language.	No					2- Comprehend	
8. Identify propaganda techniques used by writers and speakers.	Yes	Yes, In both 1997 and 2007, students are expected to recognize the use of propaganda.	Partially, Essentially in both 1997 and in 2007, students need to understand propaganda techniques so that can recognize them in use.	Descriptor Level Grade Span 6-8 F1c	No, In 2007 it is at the 6-8 Grade Span only.	2-Comprehend	2-Comprehend
D. INFORMATIONAL TEXTS							
Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. When reading, listening, and viewing critically, students will ask pertinent questions, recognize assumptions and implications, and evaluate information and ideas. In a world that surrounds them with information, they have to be able to connect with this information and make sense of it.	Yes	Yes	Partially, The expectations and language of the 2007 content standards of reading, listening, and media are present in this 1997 PI.	2007 Content Standards of Reading, Listening, Media.	Yes, since the connection is at the content standard level in both documents, the connection applies to all grades spans in both documents.	Levels 3,4,6	Levels 3,4,6
1. Understand the main idea of simple expository information.	Yes, but at a higher grade span	Yes	Partially, The 2007 document also expects students to identify details from the text that support the main idea.	2007 Grade 3 descriptor A4b and Grade 4 descriptor A3c	No, It is at a higher grade span.	2-Comprehend	1-Knowledge
ELEMENTARY GRADES 3-4							

1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.	Partial, The 2007 document articulates the role of organizational text features as help in comprehending.	Yes, Both documents see organizational text features supporting the act of comprehending.	Partially, The 2007 document does not rely solely on the organizational text features to construct the main idea.	2007 Grade 5 descriptor A3c	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 2,3	2-Comprehend
2. Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).	Partial, The 2007 document articulates the role of organizational text features as help in comprehending.	Partial, It is unclear in the 1997 PI for what purpose students are using the organizational features of the text.	Partial, The 2007 document ultimate goal in the use of the organizational features for help with comprehending.	2007 Grades 3, 4, and 5 descriptors A3b	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	3-Application	Levels 2,3
3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).	Yes	Yes	Partial, The 2007 document expects students to read, paraphrase, and summarize informational texts for different purposes.	2007 Grades 3,4, and 5 Pis	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Potentially 2,3,4	Levels 2,3,4
4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).	Yes	Yes	Yes	2007 Grade 3 A3	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	2-Comprehend	2-Comprehend
5. Recognize when a text is primarily intended to instruct or to persuade.	Yes	Partial, The difference between the two is that the 2007 document goes deeper in comprehending.	Partial, The 2007 document is expecting the identification of the author's purpose and identifying the main idea and supporting details.	2007 Grade 3 A4	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	Levels 1,4	Levels 1,4
6. Understand common technical terms used in instructional and informational texts.	Partial, Implied in developing and using vocabulary strategies.	Partial, The 2007 document goes much more in-depth with expectations for vocabulary development.	Partial, The 2007 document's language addresses ownership of appropriate vocabulary plus strategies for determining the meaning of unknown words.	2007 Grades 3,4, and 5 descriptors A1b and A1c	In the 2007 document, the grade span configuration is 3-5 rather than 3-4	2-Comprehend	Levels 2,3
7. Recognize when and how new information in a text connects to prior knowledge.	No					1-Knowledge	
MIDDLE GRADES 5-8							
1. Seek appropriate assistance when attempting to comprehend challenging text.	No, difficult to measure					3-Application	
2. Identify useful information organizing strategies.	Partial, Unclear why the student is identifying the organizational strategies and what the strategies might be.	Partial, The 2007 document is clear about the role of text features or text structures as aids to locating information or as aids to comprehending.	Partial, The 1997 language is vague and creates uncertainty about what is being measured.	2007 Grades 3,4, 5, and 6 descriptors A3b	No	1-Knowledge	Levels 2,3
3. Identify both the author's purpose and the author's point of view when reading expository information.	Yes	Yes	Partial, The 2007 document separates author's purpose and author's point of view and places the expectation in different grades and descriptors.	2007 Grade 3 A4a and Grade 6 A4b and A3c.	No	4-Analysis	4-Analysis
4. Identify different ways in which informational texts are organized.	Partial, Unclear if the ways texts are organized is by text features or text structures.	Partial, The 2007 glossary helps define the distinction between text features and text structures.	The 2007 document language with its links to a glossary strive to bring more clarity in what is expected and for what purpose.	2007 Grade 6 A3b	No, In 2007, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge	Levels 1,3
5. Produce and support generalizations acquired from informational text.	Partial, boosts the expectation up to a higher level of cognition.	Partial, Generalizations are over-arching statements of truth or connection.	Partial, The 2007 document expects reasonable statements and conclusions about the text with evidence from the text used as support.	2007 Grade 6 A3d	No, in 2007, the grade span configuration is 6-8 rather than 5-8.	5-Synthesis	4-Analysis

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6. Describe new knowledge presented in informational texts and how it can be used.	No, difficult to measure					2-Comprehend	
7. Identify common technical terms used in informational texts.	Partial, Implied in developing and using vocabulary strategies.	Partial, The 2007 document goes much more in-depth with expectations for vocabulary development.	Partial, The 2007 document's language addresses ownership of appropriate vocabulary plus strategies for determining the meaning of unknown words.	2007 Grades 6, 7, 8, descriptors A1b and A1c	No, in 2007, the grade span configuration is 6-8 rather than 5-8.	1-Knowledge	Levels 2,3
8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.	Yes, but at a lower grade span	Yes	Close, these parts of text are identified as text features in the 2007 document.	2007 Grade 3 A3b	No	3-Application	3-Application
SECONDARY GRADES							
1. Scan a passage to determine whether a text contains relevant information.	No					3-Application	
2. Distinguish between apparent fact and opinion in nonfiction texts	Yes, but at a lower grade span	Yes	The 2007 document has persuasive texts as the text used to differentiate between facts and opinions.	2007 Grade 5 A4c	No	4-Analysis	4-Analysis
3. Use discussions with peers as a way of understanding information.	No					Levels 2,3	
4. Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.	Partial, The 2007 document has persuasive texts as the text used to the relationship between text structures and concepts and details in the text.	Partial, The 2007 document expects students to understand the relationship well enough to explain it.	Partial, The 2007 document language provides specificity in what the complex structures are and what lens (i.e. shape an author's argument) to look for a relationship between text structures and content of the text.	2007 Grade 8 A4a	No, The connection is at the 6-8 grade span in the 2007 document.	Levels 1,4	Levels 2,4
5. Analyze and synthesize the concepts and details in informational texts.	Partial, The 2007 document expects students to go beyond analysis and synthesis to evaluation of the truthfulness, validity, and usefulness of the information in the text.	Partial, The 2007 document expects students to be critical consumers of information.	Partial, The 2007 document language expects evaluation of the logic of the author's conclusions and the credibility, accuracy, and relevancy of data contained in visual representations.	Grade Span 9-D A3a-b	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Levels 4,5	Levels 4,6
6. Explain how new information from a text changes personal knowledge.	No					2-Comprehend	
E. PROCESSES OF WRITING AND SPEAKING							
Students will demonstrate the ability to use the skills and strategies of the writing process. Effective communication can improve the work of writers and speakers. Students will use a wide range of strategies to address different audiences for a variety of purposes. Students will write or speak for reflective, creative and informational purposes.	Yes	Yes	Yes, Both 1997 and 2007 expect students to use a process when writing.	Performance Indicator Level	Yes, it applies to all grade spans	Levels 3-5	Levels 3-5
ELEMENTARY GRADES Pre-K-2							
1. Tell about experiences and discoveries, both orally and in writing	Yes	Partial, The cognitive demand is higher in 2007.	Partial, There is no allowance for oral responses in 2007.	Performance Indicator Level	Yes, PK-2	2-Comprehend	5-Synthesis
2. Respond to stories orally and in writing.	Partial, In 2007 the expectation is found under reading.	Partial, In 2007 the expectations for response are more precise.	Partial, In 2007, students respond to demonstrate comprehension.	Descriptor level Grade Span PK-2 A2b, A2c	Yes, Pk-2	2-Comprehend	2-Comprehend
3. Respond to remarks or statements orally and in writing.	No					2-Comprehend	
ELEMENTARY GRADES 3-4							

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1. Identify strengths and weaknesses in their own writing and seek effective help from others.	Partially, To effectively revise weaknesses in writing must be identified and improved.	Partially, When students revise they are analyzing their writing for weak or ineffective areas to improve and may seek out the help from others.	Partial, The 2007 6-8 descriptor B1c implies seeking help from others when it states "incorporate peer feedback when appropriate".	Descriptor Level Grade Span 6-8, B1c	No, In 2007 it is an expectation for grade span 6-8	4-Analysis	Levels 4-5
2. Improve their finished product by revising content from draft to final piece.	Yes	Yes	Partially, The 2007 descriptor is more precise regarding where the focus for revision ought to be.	Descriptor Level: Grade Span 3-5 B1f	No, In 2007 the Grade Span configuration is 3-5 rather than 3-4.	Levels 4-5	Levels 4-5
3. Use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Partial, While the intent of PI B1 is to convey a dynamic process of writing with students utilizing the different components of the writing process whenever necessary to create a well-written piece of writing, there is no specific language to indicate the setting must be on-demand.	Partially, There is no mention of an on-demand setting in the 2007 writing standards or performance indicators.	Performance Indicator Level Grade Span 3-5 B1	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	Levels 4-5	Levels 4-5
4. Report orally and summarize personal discoveries they have made as a result of reading and viewing.	Yes, 2007 Listening and Speaking	Yes, the intent of using speaking skills to communicate is an expectation in both 1997 and 2007	Partially, The 2007 Grade Span 3-5 descriptors E2a and E2b capture the intent of this 1997 PI.	Descriptor Level Grade Span 3-5 E2a and E2b.	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	Levels 2,5	Levels 2,5
5. Give accurate directions.	Partial, 2007 Writing for Practical Application	Partial, In 2007 the expectation is more challenging with the expectation that student write the directions.	Partial, In 2007, the verb is "write" rather than "give".	Descriptor Level Grade Span 3-5 B5b	No, In 2007, the Grade Span configuration is 3-5 rather than 3-4.	4-Analysis	4-Analysis
6. Summarize central concepts from oral presentations.	Yes, 2007 Listening and Speaking	Partial, In 2007 the expectation is found at the 6-8 grade span.	Partial, In 2007 there is an additional expectation of summarizing and applying information presented.	Descriptor Level Grade Span 6-8, E1b	No, In 2007, summarizing information from an oral presentation is found at the 6-8 grade span.	2-Comprehension	Levels 2-3
MIDDLE GRADES 5-8							
1. Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	Partial, To effectively revise, weak areas in the writing must be identified and improved.	Partial, When students revise, they analyze their writing looking for weak or ineffective areas to improve and may seek help from others.	Partial, The 2007 6-8 grade span's descriptor B1c implies seeking help from others when it states "incorporate peer feedback when appropriate".	Descriptor Level Grade Span 6-8, B1c	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 4-5	Levels 4-5
2. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	Partial, Writing process language can encompass on-demand settings as one of its purposes.	Partial, While the intent of the 2007 B1 is to convey a dynamic process of writing with students utilizing the different components of the writing process whenever necessary to create a well-written piece of writing, there is no specific language to indicate the setting must be on-demand.	Partial, The 2007 writing standard, performance indicators, and descriptors do not explicitly state an on-demand setting.	Performance Indicator Level, Grade Span 6-8 B1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5	Levels 3-5
3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	Yes, Content Standard E. Listening and Speaking	Partial, The intent of the 2007 standard and PI is that students apply listening strategies and follow-up actions in order to understand and act upon the information provided in the formal or informal discussions, debates, or presentations but does not expect students to apply personal interpretation.	Partial, The 2007 document does not state that students will apply personal interpretations in class discussions following speeches and oral presentations.	Descriptor Level Grade Span 6-8, E1a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-3	Levels 2-3
SECONDARY GRADES							

<p>1. Ask pertinent questions during writing conferences and when working alone, using knowledge of personal writing strategies, strengths, and weaknesses to improve one's own writing.</p>	<p>Partial, This PI is written with greater specificity about revision than is found in the 2007 MLRs.</p>	<p>Partial, The intent of working a piece of writing through a process improving it along the way for a variety of purposes and audiences is the same in both the 1997 and 2007 documents.</p>	<p>Partial, The intent of this 1997 PI is for students to desire improving their writing and to engage in discussions with the goal of improving their writing. The 2007 standards have placed the interactions that occur in discussions under the content standard E. Listening and Speaking. In the 2007 PK-2 grade span B1b and 6-8 grade span B1c there is a closer approximation to the writing conference expectations articulated in this 1997 PI.</p>	<p>Grade Span 9-D B1c and E1a,b,c Grade Span 6-8 B1c, Grade Span PK-2 B1b</p>	<p>In 2007, the Grade Span configuration is 9-D rather than 9-12. There are connections to the language of this 1997 PI in the PK-2 grade span B1b and 6-8 grade span B1c.</p>	<p>Levels 4-5</p>	<p>Levels 4-5</p>
<p>2. Reflect on, evaluate, revise, and edit a sequence of drafts to improve and polish finished work.</p>	<p>Yes</p>	<p>Yes</p>	<p>Partial, The 2007 PI and its descriptor have greater specificity about the focus of the revisions.</p>	<p>9-D grade span B1c,d, e</p>	<p>No, in 2007 the grade span configuration is 9-D not 9-12.</p>	<p>Levels 4-6</p>	<p>Levels 4-5</p>
<p>3. Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.</p>	<p>Partial, Writing process language can encompass on-demand settings as one of its purposes.</p>	<p>Partial, While the intent of P1B1 is to convey a dynamic process of writing with students utilizing the different components of the writing process whenever necessary to create a well-written piece of writing, there is no specific language to indicate the setting must be on-demand.</p>	<p>Partial, The 2007 writing standard, performance indicators, and descriptors do not explicitly state an on-demand setting.</p>	<p>Grade Span 9-D B1 a-e</p>	<p>No, In 2007 the grade span configuration is 9-D not 9-12.</p>	<p>Levels 3-5</p>	<p>Levels 3-5</p>
<p>4. Evaluate the remarks and oral presentations of others to find the key ideas, and explain the ways in which these ideas were developed.</p>	<p>Partial, The intent of this 1997 PI can be found in the PIs and descriptors of two grades spans in 2007.</p>	<p>Partial, The expectation for students to listen for key ideas in an oral presentation or remarks is expected in both 1997 and 2007.</p>	<p>Partial, This 1997 PI also expects students to explain the ways in which the ideas from the oral presentation or remarks were developed which is not an expectation in 2007.</p>	<p>Grade Span 9-D E1b, Grade Span 6 8b</p>	<p>In 2007, the Grade Span configuration is 9-D rather than 9-12. Another consideration is in the 2007 grade span 6-8, students are expected to summarize thus implying finding the key ideas while in the 2007 9-D grade span students are expected to expand on ideas presented by others.</p>	<p>Levels 2,6</p>	<p>Levels 2,3,6</p>
<p>F. STANDARD ENGLISH CONVENTIONS</p>							
<p>Students will write and speak correctly, using conventions of standard written and spoken English. Knowledge of language structure and conventions (e.g., spelling, punctuation, level of formality) is used to create, critique, discuss, and present print and nonprint texts. ELEMENTARY GRADES Pre-K-2</p>	<p>Yes,</p>	<p>Yes</p>	<p>Partial, What differs is how the intent of the content standard is articulated. The specificity found in the 1997 content standard language is conveyed in the language of the performance indicators and descriptors in 2007.</p>	<p>2007 Content Standard D Language</p>	<p>Yes, Since the connection is at the content standard level in both documents, the connection applies to all grade spans in both documents.</p>	<p>Levels 3,4,5,6</p>	<p>Levels 1,3</p>

1. Edit their own written work for standard English spelling and usage, as evidenced by pieces that show and contain:	Yes,	Yes, The intent of this 1997 PI can be found across several PIs and descriptors in the 2007 document. It should be noted that the 2007 refers to Edited American English rather than Standard English Conventions.	Partial, The wording of this 1997 PI expects the demonstration of Standard English convention knowledge will be a product of editing written work while the 2007 document is not as limiting.	Grade Span PK-2 Interconnected Elements of Writing B1c (editing); Grade Span PK-2 Language D1 and D2	Yes, PK-2	4-Analysis	Levels 2-3
complete sentences.	Yes	Yes	Partial, The 2007 document qualifies to state "understand...simple sentence structures".	2007 PK-2 D1b	Yes	3-Application	3-Application
initial understanding of the use of pronouns and adjectives.	Yes, Although the term initial understanding creates ambiguity in the 1997 PI.	Yes, the intent in both documents is for students to use pronouns and adjectives correctly.	Partial, The "initial understanding" language creates ambiguity as to what degree of mastery is expected.	Descriptor level but at a different grade span. Grade Span 3-5 D1a	No, 2007 Grade Span 3-5	Levels 2-3	3- Application
evidence of correct spelling of frequently used words.	Yes	Yes, The intent of both documents is that high frequency grade appropriate words would be spelled correctly.	Partial, The 2007 document uses qualifying language when it states "spell high frequency grade level words" and use phonic patterns to aid in spelling.	2007 PK-2 D2d	Yes	3-Application	3-Application
few significant errors in the capitalization of proper nouns and of the words that begin sentences.	Yes	Yes	Yes, Although the 1997 document adds the qualifying language "few significant errors".	2007 D2b	Yes, PK-2	3-Application	3-Application
few significant errors in the use of end stop punctuation (e.g., periods, question marks).	Yes	Yes	Yes, Although the 1997 document adds the qualifying language "few significant errors".	2007 D2c	Yes, PK-2	3-Application	3-Application
2. Use oral language appropriate to the level of formality required.	Yes, but at higher grade spans.	Partial, The intent in both documents is for students to choose language appropriate for the situation and audience.	Partial, The 2007 language specifies formal and informal discussions, debates, or presentations appropriate for audience and purpose.	2007 Grade Span 6-8 E2 and Grade Span 9-D E2.	No, Grade Spans 6-8 and 9-D	3-Application	Levels 3-4
ELEMENTARY GRADES 3-4							
1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:	Yes	Yes, The intent of this 1997 PI can be found across several PIs and descriptors in the 2007 document. It should be noted that the 2007 refers to Edited American English rather than Standard English Conventions.	Partial, The wording of this 1997 PI expects the demonstration of Standard English convention knowledge will be a product of editing written work while the 2007 document is not as limiting.	2007 3-5 Performance Indicators D1 and D2	No, The 2007 grade span configuration is 3-5 rather than 3-4	4-Analysis	3-Application
few significant errors in the use of pronouns and adjectives.	Yes	Yes,	Partial, The wording of this 1997 PI uses the qualifier "few significant errors" while the 2007 document states "use ... correctly".	2007 3-5 Grade Span descriptor D1a	No, The 2007 grade span configuration is 3-5 rather than 3-4	3-Application	3-Application
attention to the proper use of adverbial forms and conjunctions.	Yes	Yes	Partial, the wording of this 1997 PI uses the ambiguous language "attention to the proper use" while the 2007 document states "use ... correctly"	2007 3-5 Grade Span descriptor D1a	No, The 2007 grade span configuration is 3-5 rather than 3-4	3-Application	3-Application
few significant errors in the spelling of frequently used words.	Yes	Yes	Partial, the 1997 document uses the qualifier "few significant errors" while the 2007 document expects high frequency grade level words to be spelled correctly.	2007 Grade Span 3-5 descriptor D2c	No, The 2007 grade span configuration is 3-5 rather than 3-4	3-Application	3-Application
no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.	Yes	Yes	The 2007 document has a link that will articulate the expectations for correct capitalization. The CAP thought they were too numerous to list in the document.	2007 Grade Span 3-5 descriptor D2b	No, The 2007 grade span configuration is 3-5 rather than 3-4	3-Application	3-Application
no significant errors in the use of ending punctuation marks and an understanding of how to use commas.	Yes	Yes	Partial, The 2007 document expects correct use of commas in grade span 6-8.	2007 Grade Span 3-5 D2b and Grade Span 6-8 D2a	No, The 2007 grade span configuration is 3-5 rather than 3-4 and part of the 1997 PI is measured in grade span 6-8.	3-Application	3-Application
2. Use the level of language formality required in a variety of speaking situations.	Yes, but at higher grade spans.	Partial, The intent in both documents is for students to choose language appropriate for the situation and audience.	Partial, The 2007 language specifies formal and informal discussions, debates, or presentations appropriate for audience and purpose.	2007 Grade Span 6-8 E2 and Grade Span 9-D E2.	No, Grade Spans 6-8 and 9-D	3-Application	Levels 3-4

Crosswalk - ELA 1997-2007

MIDDLE GRADES 5-8							
1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:	Yes	Yes, The intent of this 1997 PI can be found across several PIs and descriptors in the 2007 document. It should be noted that the 2007 refers to Edited American English rather than Standard English Conventions.	Partial, The wording of this 1997 PI expects the demonstration of Standard English convention knowledge will be a product of editing written work while the 2007 document is not as limiting.	2007 6-8 Performance Indicators D1 and D2	No, The 2007 grade span configuration is 6-8 rather than 5-8	4-Analysis	3-Application
no significant errors in the use of nouns, pronouns, and adjectives.	Yes	Yes	Partial, The 2007 document expects correct usage of other parts of speech beyond pronouns, adjectives and nouns.	Grade Span 6-8 descriptor level D1a	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.	Yes	Yes	Partial, The wording of this 1997 PI uses the qualifier "few significant errors" while the 2007 document states "use ... correctly".	Grade Span 6-8 descriptor level D1a	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
attention to the proper use of conjunctions.	Yes	Yes	Partial, the wording of this 1997 PI uses the ambiguous language "attention to the proper use" while the 2007 document states "use ... correctly"	Grade Span 6-8 descriptor level D1a	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.	Partial, The 2007 does expect students to apply the rules of spelling to communicate effectively.	Partial, The 2007 document expect students to correctly spell frequently misspelled words and common homophones.	Partial, The 2007 document does not state the expectation of attention to the correct spelling of less common words or no significant spelling errors in frequently used words.	Grade Span 6-8 descriptor level D2b	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities).	Yes	Yes	The 2007 document has a link that will articulate the expectations for correct capitalization. The CAP thought they were too numerous to list in the document.	Grade Span 6-8, descriptor level D2a	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.	Yes	Partial, The 1997 PI has three levels of qualifiers: "no significant details", "few significant details", and "attention to".	Partial, The 2007 document's expectations for punctuation include correct use of commas and semi-colons.	Grade Span 6-8, descriptor level D2a	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
attention to the correct use of commonly confused terms (e.g., <i>affect</i> and <i>effect</i>).	Yes	Partial	Partial, The 2007 descriptor expects correct spelling for commonly misspelled words and homophones while the 1997 document expects attention to commonly confused terms and gives two homophones as examples for commonly confused terms.	Grade Span -8 descriptor level D2b	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
attention to the proper use of italics, marginal notes, and footnotes.	Partial The 2007 does not mention italics or marginal notes.	Partial, The 2007 citation expectations are found in the Research descriptors.	Partial, The 1997 document's "attention to" language leaves lingering questions about to what degree of precision is the skill demonstrated.	Grade Span 6-8 C1h	No, The 2007 grade span configuration is 6-8 rather than 5-8	3-Application	3-Application
2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	Yes, both documents expect students to develop oral presentation skills.	Partial, The 2007 document expands the expectation beyond presentations to include expectations for formal and informal discussions and debates.	Partial, The 1997 document targets a peer audience for the informal speech or presentation and expects the speaker to engage peers and field responses. The 2007 document leaves open whom the audience may be and the descriptors provide parameters for oral speaking situations.	Grade Span 6-8 Content Standard E2 Speaking and its descriptors.	No, The 2007 grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
SECONDARY GRADES							
1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:	Yes	Yes, The intent of this 1997 PI can be found across several PIs and descriptors in the 2007 document. It should be noted that the 2007 refers to Edited American English rather than Standard English Conventions.	Partial, The wording of this 1997 PI expects the demonstration of Standard English convention knowledge will be a product of editing written work while the 2007 document is not as limiting.	2007 6-8 Performance Indicators D1 and D2	No, The 2007 grade span configuration is 6-8 rather than 5-8	4-Analysis	3-Application

no significant errors in the use of pronouns, nouns, adjectival and adverbial forms	Yes	Yes	Partial, The 2007 document expects correct usage of other parts of speech beyond pronouns, adjectives and nouns.	Grade Span 6-8 descriptor level D1a	Partial, The 2007 document's 9-D language expects the appropriate use of diction, syntax, and figurative language to suit purpose, context, and audience.	3-Application	3-Application
coordinating and subordinating conjunctions.	Yes, The 2007 document's 9-D Grammar and Usage expectations and stated in the 2007 6-8 Grammar and Usage expectations.	Yes, The 2007 document expects students to use forms of conjunctions correctly in the 6-8 grade span descriptor D1a.	Partial, The language is not an exact match and the intent of correct use of conjunctions is unclear in the 1997 expectation that edited written work show and contain coordinating and subordinating conjunctions.	2007 Grade Span 6-8 D1a and implied in 2007 9-D D1a.	No, The expectation is stated in a descriptor for 2007 Grade Span 6-8 and implied in a 2007 9-D descriptor.	3-Application	3-Application
no significant errors in the spelling of frequently used words and the correct use of commonly confused terms.	Yes, it is implied in the 2007 9-D Mechanics descriptor.	Yes, correct spelling is an expectation in both documents.	Partial, The wording the 2007 9-D PI and descriptor is broader and includes appropriate punctuation, spelling, sentence and paragraph structure to suit purpose and audience.	2007 Grade Span 9-D Mechanics D2a descriptor.	No, The 2007 grade span is 9-D rather than 9-12.	3-Application	3-Application
no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.	Yes	Yes, correct capitalization and punctuation are expected in both documents.	Partial, The 2007 document expects correct punctuation beyond just ending punctuation and using commas correctly at the 6-8 Grade Span and this expectation is implied in the 9-D Grade Span.	2007 Grade Span 6-8 D2a and implied in 2007 9-D D2a.	No, it is found in 2007 Grade Span 6-8 descriptor D2a and implied in the expectations of 9-D D2a.	3-Application	3-Application
few significant errors in the spelling of commonly misspelled and rare words, the less common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.	Yes, implied in the expectations of 9-D Mechanics.	Yes, Both documents expect appropriate use of punctuation and spelling as well as using appropriate structures to suit purpose, context, and audience.	Partial, The 1997 document has a level of specificity that will be found in the links off from the 2007 document.	2007 Grade Span 9-D Mechanics D2a and 2007 Grade Span 9-D Research C1e.	No, in 2007 the grade span configuration is 9-D rather than 9-12.	3-Application	3-Application
2. Demonstrate how language usage may depend on the situation.	Yes, In 2007 it is implied in Speaking E2.	Yes, the distinction between language use in formal and informal contexts is expected in both documents.	Partial, The 2007 document provides limits of the application to formal and informal discussions, debates, or presentations appropriate for audience and purpose.	2007 Grade Span 9-D Speaking E2	No, in 2007 the grade span configuration is 9-D rather than 9-12.	3-Application	3-Application
3. Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.	Yes, In 2007 it is in Speaking E2.	Partial, The 2007 document expands the expectation beyond presentations to include expectations for formal and informal discussions and debates.	Partial, The 1997 document targets a peer audience for the informal speech or presentation and expects the speaker to engage peers and field responses. The 2007 document leaves open whom the audience may be and the descriptors provide parameters for oral speaking situations.	2007 Grade Span 9-D Speaking E2	No, In 2007 the grade span configuration is 9-D rather than 9-12.	3-Application	3-Application
G. STYLISTIC AND RHETORICAL ASPECTS OF WRITING AND SPEAKING							
Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Spoken, written, and non-verbal visual language (e.g., facial expressions, styles of clothing) accomplish many purposes (e.g., enjoyment, learning, persuasion, and the exchange of information). Writing and speaking for various purposes and for different audiences requires rhetorical skill and stylistic competence.	Partial, The 2007 document gives separate content standards to writing and speaking.	Partial, The 2007 document is rooted deeply in skills for career, college and citizenship and the expectation to analyze or present an argument is clearly stated in the content standard language, in PI language, and in descriptor language.	No, A common complaint from teachers using the 1997 content standard "G" PIs was their vague language. Many often said it was difficult to discern what mode of writing the PIs measured. The 2007 document addresses this confusion.	Content Standard level	Since the link is at the content standard level in both documents, the expectation applies across all grade spans.	Levels 3-5	Levels 3-5
ELEMENTARY GRADES Pre-K-2							

Crosswalk - ELA 1997-2007

1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending. ELEMENTARY GRADES 3-4	Partial, The 2007 document gives separate PIs for narrative writing and expository writing.	Partial, The 2007 document gives much more specificity in the PI and its descriptors to provide guidance about the parameters of the expectation.	Partial, The 2007 document does not allow for dictation in its PI or descriptor language.	Across 4 2007 PIs and their descriptors.	Yes	Levels 3-5	Levels 3-5
1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.	Partial, in the 2007 document more specificity is given as to the role of details for each mode of writing.	Partial, In the 2007 document descriptive language is articulated for narrative writing while expository writing describes more specifically the role of details for each mode.	Partial, The mode is unclear in this 1997 PI.	PI and descriptor level B2a and B3a	No, 2007 PK-2	Levels 3-5	Levels 3-5
2. Write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).	Partial, The 1997 language places all the emphasis on structure.	Partial, The expectation for a piece of writing that is appropriately organized for the purpose and audience is subsumed in the PIs and descriptors in the 2007 document.	Partial, In the 2007 document, the structure is defined by the mode and more attention is given to the purpose for students using that particular mode and the parameters around depth of the writing.	This 1997 PI language is subsumed in the mode of the 2007 PIs and the language of the PIs and descriptors.	No, In 2007 the grade span configuration is 3-5 not 3-4.	Levels 3,5	Levels 3-5
3. Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.	Partial, The 2007 document separates writing and speaking into separate content standards and their PIs and descriptors.	Yes	The 2007 document expands the idea to include a central question or idea.	Descriptor Level B3b	No, In 2007, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5	Levels 3-5
4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.	Yes	Yes	In 2007, this overarching expectation is articulated in content standard B1 interconnected elements.	2007 Interconnected Elements B1	No, In 2007, the grade span configuration is 3-5 rather than 3-4.	Levels 3-5	Levels 3-5
5. Explain the various purposes of spoken communications	No					2-Comprehension	
6. Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.	Partial, The 2007 document focuses on application oral speaking skills.	Partial, The 2007 document does not require an explanation only a demonstration of the use of eye contact, clear enunciation, volume, rate, and gestures for emphasis.	Partial, The 2007 document expects the demonstration of 3 additional speaking skills beyond eye contact and gestures.	2007 Descriptor Level Speaking E2c	No, In 2007, the grade span configuration is 3-5 rather than 3-4.	Levels 2, 3	3-Application
7. Use a variety of media and technological resources to make creative and expository oral presentations.	Partial, The 2007 document expects a purposeful use of media to extend and support oral, written, and visual communication.	Partial, It is unclear in the 1997 PI the value added when a variety of media and technology resources are used to make creative and expository oral presentations,	Partial, both documents expect that media will be used.	2007 Grade Span 6-8 Descriptor Level Speaking E2e	No, In the 2007 document, it is found in the 6-8 grade span.	3-Application	3-Application
MIDDLE GRADES 5-8							
1. Write stories with an identifiable beginning, middle, and ending.	Partial, The 1997 language places all the emphasis on structure.	Partial, The 2007 PI as a much wider application for narrative writing.	Partial, The 2007 PI and its descriptors move beyond organizational structure to the purposes and parameters for using narrative writing.	2007 Descriptor level B2a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-5
2. Write stories that include major events, develop settings, and deal with problems and solutions.	Partial, The 1997 language addresses only story elements of narrative writing.	Partial, The 2007 PI as a much wider application for narrative writing.	Partial, The 2007 PI and its descriptors move beyond just story elements to the other purposes and parameters for using narrative writing.	2007 Descriptor level B2a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-5

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3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	Yes, but the 2007 document separates writing and speaking into separate content standards.	Yes, both documents expect the audience and purpose of a piece of writing will inform the structures that are selected.	Yes, The expectation of using structures appropriate to audience and purpose is articulated in each writing PI's descriptors in the 2007 document.	2007 Descriptors for each mode of writing.	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
4. Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	Partial, the 2007 PIs and their descriptors are much more specific.	Partial, The language is broad and ill-defined in the 1997 PI and in 2007 writing and speaking are in different content standards.	The 2007 expository writing PIs and descriptors are more specific regarding purpose and parameters for the writing.	2007 B3a, B3b, B4a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3-5	Levels 3-5
5. Write for both public and private audiences.	Partial, implied but not specifically stated in the 2007 document.	Partial, The language in the 2007 document states a variety of audiences.	Partial, The language in the 2007 document does not state both public and private audiences.	2007 PI level B1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
6. Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	Yes, but the 2007 document separates writing and speaking into separate content standards.	Yes, both documents expect writing and speaking demonstrations to achieve distinct purposes.	Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.	2007 Document Embedded in the PIs and their descriptors-E2a-d, B1, B2a-d, B3a-b, B4a, B5a-d	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 2-6	Levels 3-6
7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	Partial, the 2007 document places the expectation on stylistic devices at the descriptor level. At the PI level, the 2007 document has a much broader role for narrative writing.	Partial, both documents expect ideas will be developed, clarified, and enhanced in the writing and speaking.	Partial, the 1997 document places the expectation on descriptive language rather than the broader element called stylistic devices. In the 2007 document writing and speaking are separated into separate content standards and PI s.	2007 Descriptor level B2d	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
8. Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	Yes, but the 2007 document separates writing and speaking into separate content standards.	Yes	Partial, the 2007 document keeps the purpose broad-to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.	2007 D1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	
9. Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	Yes	Yes	Partial, The 2007 document does not devote a PI solely to transitional devices.	2007 Descriptor level D1a	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
10. Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	Yes	Yes	Close	2007 Descriptor level E2b	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
SECONDARY GRADES							

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<p>1. Write stories that effectively develop such elements as setting, major events, problems and solutions.</p>	<p>Partial, The 1997 language addresses only story elements of narrative writing.</p>	<p>Partial, The 2007 PI as a much wider application for narrative writing.</p>	<p>Close at the 2007 grade span 6-8 descriptor level.</p>	<p>2007 Grade Span 6-8 B2a</p>	<p>No, The 2007 document expects students in the 9-D grade span to use narrative writing selectively and embed it when appropriate for audience and purpose. Writing stories is one parameter of the other grades spans.</p>	<p>Levels 3-5</p>	<p>Levels 3-5</p>
<p>2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.</p>	<p>Partial, the 2007 document places the expectation on stylistic devices at the descriptor level. The 2007 PI has a much broader role for narrative writing.</p>	<p>Partial, both documents expect ideas will be developed, clarified, and enhanced in the writing and speaking.</p>	<p>Partial, the 1997 document places the expectation on descriptive language rather than the broader element called stylistic devices. In the 2007 document writing and speaking are separated into separate content standards and PI s.</p>	<p>2007 Grade Span 6-8 Descriptor level B2d</p>	<p>No, It is at a lower grade span, the 6-8 grade span in the 2007 document.</p>	<p>3-Application</p>	<p>3-Application</p>
<p>3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.</p>	<p>Yes, but the 2007 document separates writing and speaking into separate content standards.</p>	<p>Yes, but this 1997 expectation is articulated at an earlier grade span.</p>	<p>Partial, the 2007 document keeps the purpose broad- to communicate while the 1997 document expects the purpose will drive decisions about sentence structure.</p>	<p>2007 6-8 Grade Span PI level D1</p>	<p>No, It is at a lower grade span, the 6-8 grade span in the 2007 document.</p>	<p>3-Application</p>	<p>3-Application</p>
<p>4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).</p>	<p>Partial, somewhat implied but not specifically stated in the 2007 document.</p>	<p>Partial, The language in the 2007 document states a variety of audiences.</p>	<p>Partial, The language in the 2007 does not state informed or uninformed, sympathetic or hostile as examples of audiences.</p>	<p>2007 PI level B1</p>	<p>No, In 2007 the grade span configuration is 9-D rather than 9-12.</p>	<p>3-Application</p>	<p>3-Application</p>
<p>5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).</p>	<p>Yes, but the 2007 document separates writing and speaking into separate content standards.</p>	<p>Yes, both documents expect writing and speaking demonstrations to achieve distinct purposes.</p>	<p>Partial, The 2007 document speaking PI focuses more on the delivery of the information than on its contents.</p>	<p>2007 document embedded in the PIs and their descriptors B1, B2, B3a-b,B4a, B5a-c, E2,E2d</p>	<p>No, In 2007 the grade span configuration is 9-D rather than 9-12.</p>	<p>Levels 3-6</p>	<p>Levels 3-6</p>
<p>6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.</p>	<p>Yes, but at a lower grade span.</p>	<p>Partial, The 1997 document has greater specificity about the effect of the transitional devices employed.</p>	<p>Partial, The 2007 document does not devote a PI solely to transitional devices.</p>	<p>2007 9-D Grade Span Descriptor level B2b, 6-8 Grade Span 6-8 D1a</p>	<p>No, In the 2007 document the grade span configuration is 9-D rather than 9-12 plus the expectation is also articulated in the 6-8 grade span language descriptor.</p>	<p>3-Application</p>	<p>3-Application</p>

7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.	Partial, It is implied in the mode identified and embedded in the language of the descriptors in the 2007 document.	Yes	Partial, The 2007 document offers much greater specificity about the organization of the writing within each mode of writing.	2007 PI and descriptor level B3b and B4a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-5
8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.	Partial, With the exception of effective wording, components can be found explicitly stated in the 2007 document.	Partial, The 2007 document speaking PI does not articulate discernible voice, effective wording, or personal style.	Partial, The components placement in the 2007 document was conscious.	2007 Grade Span 9-D: Personal style B1; Discernible voice B1b, B2a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Levles 3-5	Levels 3-5
9. Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.	Partial, the 2007 document separates writing and speaking into two separate content standards. The speaking PI focuses more on delivery than content.	Partial	Partial, The 1997 language is somewhat vague and does not identify the mode of writing.	2007 PI level B2a-b and B3a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	Level 3-5	Levels 3-5
10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.	Partial, the 1997 language is unclear about the mode of writing.	Many of these techniques would apply to the 2007 persuasive expository writing.	Partial, the 1997 language is unclear how the supporting detail will achieve the intended purpose.	2007 9-D B4a	No, In the 2007 document the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-6
11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.	Partial, The 1997 PI is so broad it is implied in most of the writing PIs and descriptors of 2007.	Partial, the concept is more defined within each mode of writing in 2007.	Partial, Embedded and articulated in each 2007 writing PI and its descriptors are the specifics about techniques used to introduce and represent ideas and insights.	2007 PIs and descriptors B2a-b, B3 a-b, B4a	No, In 2007 the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3-6
H. RESEARCH-RELATED WRITING AND SPEAKING							
Students will work, write, and speak effectively in connection with research in all content areas. Research involves generating ideas and posing questions. It includes gathering, evaluating, and synthesizing data from a variety of sources (e.g., print, nonprint, and electronic texts, examination of artifacts, interviews with people). Researching and reporting use a variety of informational and technological resources to gather and synthesize information and to create and communicate knowledge.							
ELEMENTARY GRADES Pre-K-2	Yes	Yes	The 2007 leaves the specificity to the PI and its descriptors.	2007 Content Standard level	Since the connection is at the content standard level, the expectation applies across all the grades spans.	Levels 1-6	Levels 1-6
1. Develop a search strategy which uses appropriate and available resources.	Yes	Partial, The 2007 document places more emphasis on gathering information than on developing a search strategy.	Partial, The 2007 document defines appropriate resources as specific for a purpose and at the appropriate reading level.	2007 Grade Span PK-2 PI and descriptor level C1a-b	Yes	3-Application	Levels 2-3
2. Formulate questions to ask when gathering information.	Yes, but at a higher grade span.	Yes, for older students.	No, In the 2007 document, the PK-2 expectation is to answer questions not develop them.	2007 Grade Span 3-5 PI C1	No, 2007 Grade Span 3-5	4-Analysis	Levels 2,3
3. Record and share information gathered.	Yes	Yes	Partial, The 2007 document adds the expectation that the information is collected, organized, and shared using oral and visual examples.	2007 Grade Span PK-2 PI and descriptors C1b-d	Yes	3-Application	Levels 2-5

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ELEMENTARY GRADES 3-4							
1. Ask and seek answers to questions.	Partial, It is unclear if there is a responsibility for the student to develop the questions.	Yes, seeking answers to research questions.	Partial, The 2007 document expects students to create, identify and answer research questions.	2007 3-5 research PI	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Possibly 2-4	Levels 2-4
2. Use print and non-print resources (e.g., encyclopedias, dictionaries, people, indexes) to gather information on research topics.	Yes	Yes, using print and non-print sources.	Close	2007 3-5 Research PI	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application	Levels 2-5
3. Present information obtained from research in a way that combines various forms of information (e.g., maps, charts, photos).	Yes	Yes	Close, The 1997 document provides examples of print and non-print media.	2007 3-5 Research PI and its descriptor C1d	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	Levels 2-5	Levels 2-5
4. Distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts.	Partial, the 2007 document focuses on distinguishing between facts and opinions at the 3-5 grade span.	Partial, The 2007 document also develops students' ability to draw conclusions about ideas as they are presented in the text.	Partial, The 2007 has a different progression of skill development.	2007 Reading Informational Texts Grade 4 A3d and Grade 5 A3d	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	4-Analysis	
5. Demonstrate initial understanding of how to cite sources.	Yes	Yes, the prevention of plagiarism	Close, The 2007 document ties the understanding of plagiarism to appropriate citation.	2007 Research descriptor C1e	No, In the 2007 document, the grade span configuration is 3-5 rather than 3-4.	3-Application	3-Application
MIDDLE GRADES 5-8							
1. Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.	Partial, The 2007 document does not limit the scope of the research at the PI level.	Partial, Both documents expect the collection and use of information	Partial, Where the documents differ is in the degree of application of the information.	2007 6-8 Research descriptor C1c-g	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	Levels 3,5	Levels 3-6
2. Separate information collected for research topics into major components based on relevant criteria.	Partial, The 2007 document places no restrictions on how the information is organized.	Partial, Both documents expect information that is collected to be organized.	Partial, In the 1997 document, it is unclear what is meant by components.	2007 6-8 Grade Span Research descriptor C1c	No, In the 2007 document, the grade span configuration is 6-8 not 5-8.	4-Analysis	Levels 3,4
3. Create bibliographies.	Yes	Yes	Yes	2007 6-8 Grade Span Research descriptor C1c	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
4. Use available catalogs to locate materials for research reports.	Partial, The 2007 document places no restrictions on how the information or materials are located.	Yes, Both documents are expecting information or materials will be located.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to locate information.	2007 Grade Span 6-8 Research descriptor C1b	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application

5. Use indexes to periodical literature to locate information for research.	Partial, The 2007 document places no restrictions on how the information or materials are located.	Yes, Both documents are expecting information or materials will be located.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to locate information.	2007 Grade Span 6-8 Research descriptor C1b	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	3-Application
6. Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	Yes, both documents expect print sources will be used.	Yes	Close, The 2007 document leaves the definition of print sources to the responsibility of the glossary.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
7. Use search engines and other Internet resources to collect information for research topics.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document did not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
8. Make limited but effective use of primary sources when researching topics.	Partial, the 2007 document places no limit on the use of primary sources.	Partial, What differs is the extent of the use of primary sources.	Partial, The 2007 document expects a wide variety of primary sources will be used in research.	2007 Grade Span 6-8 Research PI C1	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	3-Application	Levels 3-5
9. Explain the importance of primary sources in evaluating the validity and reliability of collected information.	Partial, The 2007 does not require an explanation of the importance of primary sources in determining credibility of collected information.	Partial, The need to evaluate the credibility of information is recognized in both documents.	Partial, The difference between the two documents is the 2007 document expects students to evaluate the credibility of informatin found in print and non-print media, to actual evaluate and not just be aware of the importance of evaluating information.	2007 Grade Span 6-8 descriptor C1e	No, In the 2007 document, the grade span configuration is 6-8 rather than 5-8.	2-Comprehend	6-Evaluation
10. Demonstrate initial understanding of proper attribution (e.g., footnotes).	Yes, but at a higher grade span.	Yes	The 2007 9-D descriptor is more focused on maintaining the flow of ideas when citing a source and does not limit the citation to footnotes.	2007 9-D C1e	No, This expectation is found at the 9-D grade span rather than 6-8.	3-Application	5-Synthesis
SECONDARY GRADES							
1. Develop an appropriate strategy for finding information on a particular topic.	Partial, the 2007 document opens up the research to broader inquiry.	Partial, The 2007 document is more focused on the research method suiting the purpose of the inquiry.	Partial, The 1997 document limits the focus to research on a particular topic.	2007 9-D C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	Unclear 3 or 5	4-Analysis
2. Use referencing while doing research.	Yes	Yes	Partial, The 2007 expands to the foundational reasoning for referencing, the ethical use of someone's intellectual property.	2007 9-D C1f	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	3-Application
3. Record significant information from events attended and interviews conducted.	Yes, but at a lower grade spans	Yes, the documentation of information	Partial, The 2007 Grade Span 3-5 descriptor expects beyond collecting and evaluating, the information will also be organized for a specific purpose.	2007 Grade Span 6-8 C1c and 3-5 C1c	No, The expectation can be found at the 3-5 and 6-8 grade spans in the 2007 document.	3-Application	Levels 3-4

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4. Identify and use library information services.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
5. Use government publications, in-depth field studies, and almanacs for research.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
6. Use CD-ROM, microfiche, and similar resource media for research.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
8. Use search engines and other Internet resources to do research.	Partial, the 2007 document places no restrictions on how the information is collected.	Yes, Both documents expect information to be collected.	Partial, With ever-evolving technology and tools, the 2007 document does not place any limits to what tools, strategies, methods, etc. would be used to collect information.	2007 9-D descriptor C1a	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	4-Analysis
9. Make extensive use of primary sources when researching a topic and carefully evaluate the motives and perspectives of the authors.	Yes	Yes	Partial, the 2007 document applies this expectation both primary and secondary sources.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Levels 3,4,6	Levels 4,6
10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.	Partial, the 2007 document does not limit credibility to just primary sources.	Yes, both documents expect information to be analyzed for credibility.	Partial, The 1997 PI expects once credibility of the information is established that the information will be used appropriately for research purposes.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Levels 3,4,6	Levels 4,6
11. Evaluate information for accuracy, currency, and possible bias.	Partial, Implied when evaluating the credibility of a source.	Yes	The 1997 PI is subsumed in the 2007 descriptor's language.	2007 Grade Span 6-8 descriptor C1e	No, It is found in the 6-8 grade span rather than 9-D.	Level 6	Levels 4,6
12. Report orally, using a variety of technological resources to present the results of a research project.	Yes	Yes	Partial, the 2007 descriptor extends the expectation that the choice in media is relevant to the audience and purpose and that the media extends and supports the oral, written, and visual communication.	2007 Grade Span 9-D descriptor C1d	No, In the 2007 document, the grade span configuration is 9-D rather than 9-12.	3-Application	Levels 3, 5
Standards, PIs, Descriptors NOT found in 1997 document	32						
% increase or decrease # of Standards	Decrease 25%						
% increase or decrease # of Performance Indicators	Decrease 93%						