

Reviewed June 9, 2025

Standards Revision Rationales

The following table indicates each standard, by content strand, that was revised. **Red text** indicates text that was deleted. **Blue text** indicates text that was revised by the Department work group. **Green text** indicates text that was revised based on external community feedback.

Not Applicable to 9th-10th Grade

READING INFORMATIONAL

Reading Informational			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
9-10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Analyze informational text development: a. Determine a main /central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped by specific details. b. Provide an objective summary of the text, including the analysis of the main/central idea's development.	Focus: Main idea and central idea are used interchangeably across the U.S. There is no instruction need to spend time delineating differences. They are essentially synonymous. Clarity: The omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.
9-10.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.	Analyze foundational documents of historical and literary significance, including how they address related universal themes and concepts.	Focus: Standard addresses what is most important for students to learn in English Language Arts. Students should analyze global documents including, but not limited to, U.S. documents.
9-10.RI.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and	Read and comprehend informational texts appropriately complex for grade 9-10.	Specificity: Standard reflects end-of-year expectations for documents including to grade level. Rigor: Reinforces that students should read widely and read all

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	comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		genres fluently. Clarity: Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.
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READING LITERATURE

Reading Literature			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
9-10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Analyze literary text development: a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements.	Clarity: A literary theme is the main idea or underlying meaning a writer explores in a novel, short story, or other literary work. The theme of a story can be conveyed using characters, setting, dialogue, plot, or a combination of all of these elements. In simpler stories, the theme may be a moral or message: "Don't judge a book by its cover." In more complex stories, the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity. Specificity: Standard is specific enough to convey level of student performance. Rigor: Standard addresses complex knowledge and concepts appropriate to grade level. Standard supports skill development that will contribute to lifelong application in college, career, and community.

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9-10.RL.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze literary elements: a. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Rigor: Standard addresses complex knowledge and concepts appropriate to grade level. Clarity: Standard is clear to a wide community audience. Specificity: Standard is specific enough to convey level of student performance.
9-10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the U.S. , drawing on a wide reading of world literature.	Analyze a particular perspective or cultural experience reflected in a work of literature, drawing on a wide reading of world literature.	Clarity: Perspective is different from point of view. Point of view is a literary element that refers to who is telling the story (first person, second person, third person); perspective is how an individual views and interprets what is occurring in a story based on their own personal experiences and background knowledge.
9-10.RL.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Analyze how an author draws on and transforms source material (e.g., other literature, myths, religious texts, etc.) in a specific work.	Rigor: Reinforces that students should read widely. Provides clarity in the examples, emphasizing that authors draw on works of other authors without referring to specific examples in a way that does not allow for analysis of a broad range of text.
9-10.RL.10	By the end of grade 9 , read and comprehend literature, including stories, dramas, and poems , in the grades 9–10 text complexity band	Read and comprehend literary texts appropriately complex for grades 9/10.	Rigor: Reinforces that students should read widely and read all genres fluently.

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	proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.		Clarity: Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.
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WRITING FOUNDATIONS

Not applicable to 9th or 10th grade.

WRITING

Writing			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
9-10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims. b. Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Clarity: Separating Part A into two items makes the standard measurable, as teachers can focus on and assess each individual item rather than determine how to measure them as a joint item. Focus: Standard addresses what is most important for students to learn in writing in grades 9-10.

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	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a conclusion that follows from and supports the argument presented, as appropriate to the task.	
K-12.W.4	Grade 3: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Standard does not exist in revised Hawai'i Common Core Standards.	Clarity: Standards 1-3 in all grade levels provide the clarity necessary for the development and organization of the genres of writing specified in each standard. Standard 4 is unnecessary and redundant.
K-12.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)...	Standard does not exist in revised Hawai'i Common Core Standards.	Clarity: The standard is not measurable. Specificity: Standard is not specific enough to convey level of student performance. The time for writing is embedded in all other writing standards.
9-10.W.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	Specificity: Provides clarity to the level of student performance that is conveyed in W.7.

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	information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
9-10.W.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Renumbered to W.6 in the revisions. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation: a. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively. b. Assess the usefulness of each source in answering the research question. c. Draw evidence from literary or informational texts to support analysis, reflection, and research. d. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. e. Follow a standard format for citation.	Specificity: Provides clarity to the level of student performance that is conveyed in W.7.

WRITING

SPEAKING & LISTENING

Speaking & Listening			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
K-12.SL.5	Kindergarten: Add drawings or other visual displays to descriptions as desired to provide additional detail.	Standard removed from Speaking and Listening and added to W.5. Strategically leverage available technology to enhance understanding of findings, reasoning, and evidence, and to add interest.	Specificity: Standard is specific enough to convey level of performance. By including SL.5 as part of W.5, it makes clear that technology and digital tools are not only used to publish but are also used to provide additional detail and clarity to writing and presentations.
9-10. SL.6	Adapt speech to a variety of contexts and tasks , demonstrating command of formal English when indicated or appropriate. (See grade 9-10 Language standards 1 and 3 on pages 54 for specific expectations)	Renumbered to SL.5 in the revisions. Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing from a full range of linguistic skills.	Specificity: To be in line with state policy on multilingualism and the value of linguistic diversity, the SL.6 stem has been changed for all of the standards in this strand to align to the anchor standard.

LANGUAGE

Language			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
K-12.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of English grammar and usage when reading , writing, or speaking.	Specificity: "Reading" was added to each grade level to reflect the importance of language knowledge in reading, as well as writing and speaking. Students in each grade level should be explicitly taught how to understand and use syntax as it relates to reading comprehension.
K-12.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Standard does not exist in revised Hawai'i Common Core Standards.	Rigor: It was the consensus of the group that knowledge of language is sufficiently developed through the other language standards in grades K-12; thus, L.3 is not necessary. In addition, in grades 9-12, Part A of the standard is developed through writing.