

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.

Reading Foundations			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
6.RF.4	Standard does not exist in current Hawai'i Common Core Standards.	Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension in accordance with grade-level fluency norms.	Rigor: Standard supports skill development that will contribute to lifelong application in college, career, and community. Research supports fluency comprehension still developing well throughout sixth through eighth grade, suggesting the importance of continuing to teach and assess fluency through these grades. Clarity: Standard is observable and measurable.

READING INFORMATIONAL

Reading Informational			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
6.RI.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Analyze informational text development: a. Determine a main /central idea of a text. b. Incorporate key details that convey the main/central idea into an objective summary of the text.	Focus: Main idea and central idea are used interchangeably across the U.S. There is no instructional need to spend time delineating differences. They are essentially synonymous. Clarity: The addition of the phrase "in order to" and the omission of the semicolon makes it explicit that determining the main idea is used for the purpose of providing a summary.
6.RI.10	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend informational texts appropriately complex for grade 6.	Specificity: Standard reflects end-of-year expectations for documents including to grade level. Rigor: Reinforces that students should read widely and read all genres fluently. Clarity: Standard is clear to a wide community audience and is consistent with the language of other grade levels' Standard 10.

READING LITERATURE

Reading Literature			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
6.RL.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<p>Analyze literary text development:</p> <p>a. Determine a theme of a text and how it is conveyed through particular details.</p> <p>b. Incorporate a theme and story details into an objective summary of the text.</p>	<p>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.</p> <p>Specificity: Standard is specific enough to convey level of student performance.</p> <p>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.</p>
6.RL.3	Describe how a particular story's or	Analyze literary elements:	Rigor: Standard addresses complex

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	drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	a. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	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.
6.RL.6	Explain how an author develops the point of view of the narrator or speaker in a text.	Explain how an author develops the perspective of the narrator or speaker in a text.	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.
6.RL.10	By the end of the year , read and comprehend literature, including stories, dramas, and poems , in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Read and comprehend literary texts appropriately complex for grade 6.	Rigor: Reinforces that students should read widely and read all genres fluently. Clarity: Standard is clear to a wide community audience and is consistent with the language of other grade levels' standard 10.

WRITING FOUNDATIONS

Not Applicable to Sixth Grade

WRITING

Writing			
Grade Level & Standard	Original Common Core State Standard	Revised Standard	Rationale
6.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Write arguments to support claims with clear reasons and relevant evidence:</p> <p>a. Introduce claim(s).</p> <p>b. Organize the reasons and evidence clearly.</p> <p>c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a conclusion that follows from the argument presented, as appropriate to the task.</p>	<p>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.</p> <p>Specificity: Revising concluding statement or section to read "conclusion," which is specific to what students must do by the end of 6th grade. The term "section" may be misinterpreted.</p> <p>Rigor: Adding the term "argumentative" provides an introduction to arguments that students will write proficiently by the end of 6th grade.</p>
K-12.W.4	<p>Grade 3: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>(Grade-specific expectations for writing types are</p>	<p>Standard does not exist in revised Hawai'i Common Core Standards.</p>	<p>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.</p>

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	defined in standards 1–3 above.)		
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.	<p>Clarity: The standard is not measurable.</p> <p>Specificity: Standard is not specific enough to convey level of student performance. The time for writing is embedded in all other writing standards.</p>
6.W.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Moved to be bulleted under the original W.7, which is W.6 in the proposed revisions.	<p>Specificity: Provides clarity to the level of student performance that is conveyed in W.7.</p>
6.W.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<p>Renumbered to W.6 in the revisions.</p> <p>Conduct short research projects to answer a question, drawing on several sources and modifying the inquiry when appropriate:</p> <ul style="list-style-type: none"> a. Gather relevant information from multiple print and digital sources. b. Assess the credibility of each source. c. Draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>Specificity: Provides clarity to the level of student performance that is conveyed in W.7.</p>

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		d. Quote or paraphrase the data and conclusions of others while avoiding plagiarism. e. Provide basic bibliographic information for source.	
4-12.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Standard does not exist in revised Hawai'i Common Core Standards.	Clarity: W.9 is asking students to apply grade level reading standards in writing; therefore it is already addressed in the reading standards for each grade level. Students write in response to text when applying the literature and informational reading standards.

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. Leverage available technology to clarify information.	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.
6.SL.6	Adapt speech to a variety of contexts and tasks demonstrating command of formal English when indicated or appropriate (See grade 6 Language standards 1 and 3 on page 52 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.
6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves).	Demonstrate command of the conventions of English grammar and usage when reading , writing or speaking: a. Use pronouns in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Use the correct pronoun number	Specificity: Standard reflects end-of-year expectations for documents including to grade level. Reading was added to emphasize that syntax plays a vital role in reading comprehension and must be explicitly taught in the context of reading.

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	<p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p>and person.</p> <p>d. Use clear pronouns for unclear antecedents.</p>	
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