## Comparison of Standards from the 2003 and 2010 Alabama Courses of Study

The 2010 Course of Study uses the Alabama College and Career Ready Standards, based on the Common Core State Standards.

*To more closely examine the differences between the new AL COS and the 2003 Math COS and the 2007 ELA COS, go to [http://alex.state.al.us/ccrs/](http://alex.state.al.us/ccrs/) and locate the hot buttons for:*

***Math**- click the Math icon > locate Professional Development and click > scroll down to locate **Grades K-8 and 9-12 2003/2010 Content Correlations***

***English Language Arts (ELA)-** click the English Language Arts icon and on the next page locate resources, click on this page and scroll down to locate Standards Crosswalk for ELA, this takes you to folders for each grade level.*

## Math, Grade 8 and Grade 4 Examples

**8th Grade:**

| AL 2003 COS | AL 2010 COS |
|---|---|
| 8.1. B.5, Determining whether a number is rational or irrational | 8.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. [8-NS1]<br>8.2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. [8-NS2]<br>8.4 Use square root and cube root symbols to represent solutions to equations of the form x^2 = p and x^3 = p, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that √2 is irrational. [8-EE2] |

**4th Grade:**

| AL 2003 COS | AL 2010 COS |
|---|---|
| 4.3.B.2 Writing equivalent forms of fractions | 4.12. Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. [4-NF1]<br>4.14. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$. [4-NF3]<br>4.14b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording |

| | |
|---|---|
| | each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. [4-NF3b]<br>4.16. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.<br>(Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) [4-NF5] |

## English Language Arts, Grade 8 and 4 Examples

### 8th Grade:

| AL 2007 COS Reading Standards | AL 2010 COS Reading Standards for Informational Text |
|---|---|
| **RI.4** Apply strategies appropriate to type of reading material, including making inferences to determine bias or theme and using specific context clues, to comprehend eighth-grade informational and functional reading materials.<br>• Applying self-monitoring strategies for text understanding | **RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation. |

### 4th Grade:

| AL 2007 COS Reading Standards | AL 2010 COS Reading Standards for Literature and Reading Standards for Informational Text |
|---|---|
| 4.Identify literary elements and devices, including characters, important details, and similes, in fourth-grade recreational reading materials and details in fourth-grade informational reading materials.<br>• Identifying main idea<br>• Identifying author's purpose | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). [RL.4.3]<br>5. Explain major differences among poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. [RL.4.5]<br>10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.4.1]<br>11. Determine the main idea of a text and explain how it is supported by key details; summarize the text. [RI.4.2]<br>17. Explain how an author uses reasons and evidence to support particular points in a text. [RI.4.8] |