

New Jersey Department of Education

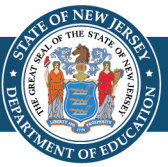


Overview of the Proposed 2023 New Jersey Student Learning Standards for English Language Arts

Office of Standards

Division of Teaching and Learning

April 5, 2023





Agenda

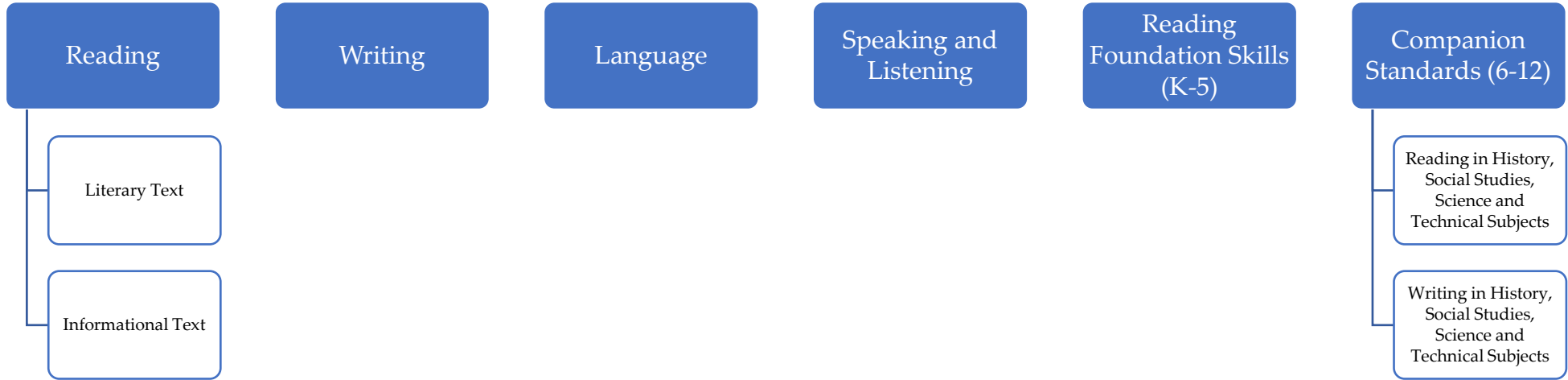


- Structure of the Standards
- Reorganization of the Standards
- Summary of Revisions and Examples
- Next Steps

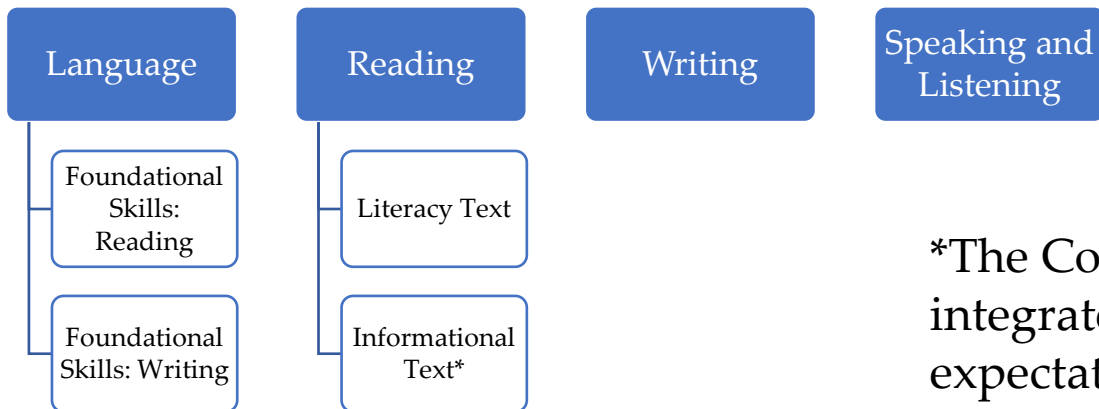
Restructuring the NJSLS - ELA



2016 NJSLS-ELA



Proposed NJSLS-ELA



*The Companion Standards (6-12) were meaningfully integrated into the Reading Informational Text expectations.





Structural Terms (1 of 2)



DOMAIN: A category of related standards within English Language Arts. The ELA Domains are Language, Reading, Writing, and Speaking & Listening.

STRAND: Broad ideas developed over the course of Kindergarten through 12th grade that support students in meeting the Anchor Statements and Performance Expectations



Structural Terms (2 of 2)



ANCHOR STATEMENT: Expectations to be met for students to be prepared for post-elementary or post-secondary success.

- Anchor Statements for *Reading: Foundational Skills* and *Writing: Foundational Skills* are to be met by the end of grade 5.
- Anchor Statements for all other Domains and Strands are to be met by the end of grade 12.

STANDARD: Performance expectations to be met by the end of a grade level or a grade band. (Also known as progress indicators)

How Standards Are Coded



RL = Reading Literature

CR = Close Reading of Text

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

K = Kindergarten

1 = Standard #1



Structural Revisions: Language Domain



Language Domain (NJSLS 2016)

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition & Use

Language Domain (Proposed 2023 NJSLS)

- Foundational Skills: Reading (RF)
- Foundational Skills: Writing (WF)
- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary, Acquisition and Use: Interpretive Meaning (VI)



Language Domain: Reading Foundations



The 2023 NJSLS-ELA revisions prioritize the Language Domain to underscore the critical importance of developing Foundational Reading skills in grades K-5.

K-5 Foundational Reading Skills (proposed 2023 additions):

- Decoding and encoding words
- Analyzing word parts
- Reinforcing awareness of segments of sounds in speech and how they link to letters
- Developing reading accuracy, fluency, and comprehension
- Highlighting broad oral language skills

K-5 Foundational Reading Example



NJSLs 2016	Proposed 2023 NJSLs
<p>RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <p>A. Read emergent-readers with purpose and understanding.</p> <p>B. Read grade level text for purpose and understanding.</p>	<p>L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.</p>





Language Domain: Writing Foundations



The 2023 NJSLS-ELA revisions prioritize the Language Domain to underscore the critical importance of developing Foundational Writing standards to complement the K-5 Foundational Reading standards.

K-5 Foundational Writing Skills

- Emphasizing sound-letter basics
- Advancing letter formation skills and stamina-building
- Developing encoding and spelling skills
- Using elements of grammar, syntax, and punctuation in sentence composition
- Facilitating development of writing skills and habits

K-5 Foundational Writing Example



NJSLs 2016	Proposed 2023 NJSLs
n/a	<p>L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words with:</p> <ul style="list-style-type: none">A. Short vowels and single consonantsB. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).C. Initial and final consonant blends (must, slab, plump).

Structural Revisions: Reading Domain



Reading Domain (NJSLS 2016)	Reading Domain (Proposed 2023 NJSLS)
<ul style="list-style-type: none">• Key Ideas and Details• Craft and Structure• Integration of Knowledge and Ideas• Range of Reading & Level of Text Complexity	<ul style="list-style-type: none">• Close Reading (CR)• Central Ideas and Themes of Texts (CI)• Interactions Among Text Elements (IT)• Text Structure (TS)• Perspective and Purpose in Texts (PP)• Diverse Media and Formats (MF)• Analysis of an Argument (AA)• Comparison of Texts (CT)





Reading Domain: Revisions



- Meaningfully integrates Companion Standards for Reading in History, Social Studies, Science, and Technical Subjects into Reading: Informational Text expectations for grades 6-12.
- Modifies redundant standards that were repeated across multiple grade levels.
- Clarifies changes in developmental complexity across grades.
- Delineates skills and knowledge related to literary text and informational text, including features and structures unique to each kind of text.

Reading Domain Example A: 2016



2016 NJSLS Reading Informational Text

2016 NJSLS Reading Companion: History/Social Studies, Science and Technical Subjects

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text

RH.6-8.6. Identify aspects of a text that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RH.6-8.6. Identify aspects of a text that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



Reading Domain Example A: Revised



2016 NJSLS Reading: Informational Text	2016 NJSLS Companion Standards: Writing History/Social Studies, Science and Technical Subjects	Proposed 2023 NJSLS
RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	RH.6-8.6. Identify aspects of a text that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	RI.PP.6.5. Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	RH.6-8.6. Identify aspects of a text that reveals an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	RI.PP.7.5. Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.



Reading Domain Example B: 2016



Grade 4 (Literary and Informational Texts)	Grade 5 (Literary and Informational Texts)
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Reading Domain Example B: Revised



2016 NJSLs	Proposed 2023 NJSLs
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.



Literary and Informational Text Standards



2016 NJSLS	Proposed 2023 NJSLS
<p>RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.CR.8.1. Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly, as well as inferences drawn from the text.</p>
<p>RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) to strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p>



Structural Revisions: Writing Domain



Writing Domain (NJSLS 2016)	Writing Domain (Proposed 2023 NJSLS)
<ul style="list-style-type: none">• Text Types & Purposes• Production & Distribution of Writing• Research to Build & Present Knowledge• Range of Writing	<ul style="list-style-type: none">• Argumentative Writing (AW)• Informative and Explanatory Writing (IW)• Narrative Writing (NW)• Writing Process (WP)• Writing Research (WR)• Sources of Evidence (SE)• Range of Writing (RW)





Writing Domain: Revisions



- Meaningfully integrates Companion Standards for Writing History, Science, and Technical Subjects into Writing expectations for grades 6-12.
- Delineates skills and knowledge related to types of writing, including eliminating redundancy and clarifying changes in developmental complexity across grade levels.
- Recognizes significant digital and virtual shifts in communication since the 2016 NJSLS-ELA by integrating and amplifying digital, interactive, graphic, and other non-traditional text formats.

Writing Domain Example A: 2016



2016 NJSLS Writing Grades 9-10, 11-12

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

2016 NJSLS Writing Companion: History, Science and Technical Subjects

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.



Writing Domain Example A: Grades 9-10 Revised



2016 NJSLS Writing	2016 NJSLS Writing Companion	Proposed 2023 NJSLS
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>



Writing Domain Example A: Grades 11-12 Revised



2016 NJSLS Writing	2016 NJSLS Writing Companion	Proposed 2023 NJSLS
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>W.WP.11-12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>



Writing Domain Example B



2016 NJSLs	Proposed 2023 NJSLs
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.</p> <ul style="list-style-type: none">A. Introduce an opinion.B. Support the opinion with facts or other information and examples related to the topic.C. Provide a conclusion.
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.</p>	<p>W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons and information.</p> <ul style="list-style-type: none">A. Introduce an opinion.B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.C. Provide a conclusion.



Writing Domain Example C



2016 NJSLS	Proposed 2023 NJSLS
<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.</p>

Structural Revisions: Speaking & Listening Domain



Speaking and Listening Domain (NJSLS 2016)	Speaking and Listening Domain (Proposed 2023 NJSLS)
<ul style="list-style-type: none">• Comprehension & Collaboration• Presentation of Knowledge & Ideas	<ul style="list-style-type: none">• Participate Effectively (PE)• Integrate Information (II)• Evaluate Speakers (ES)• Present Information (PI)• Use Media (UM)• Adapt Speech (AS)





New Features of the NJSLS-ELA



- An integrated vision has been crafted to describe how an ELA education in New Jersey will prepare students to meet the demands of college and career and engage as productive global citizens.
- New ELA Practices describe the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey, including:
 - Developing responsibility for learning
 - Adapting Communication
 - Valuing Evidence in Argumentation
 - Building Knowledge
 - Leveraging Technology
 - Understanding Self and Others



Climate Change in the NJSLS-ELA



- The 2020 NJSLS prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.
- The NJSLS-ELA develop students' ability and responsibility to excite, inspire, and empower students to recognize their potential and become involved in the issues of our age, which include climate change and environmental justice.
- The green icon encourages educators to utilize specific NJSLS-ELA in interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented.



Next Steps: Resources



- The proposed NJSLS – English Language Arts Technical Revisions document can be found on the NJDOE website at <https://www.nj.gov/education/standards/>.
- Please note the document follows the NJDOE Style Guide with respect to structuring Administrative Code rulemakings and related content.
- Presentations from the March and April State Board of Education meetings can be found at <https://www.nj.gov/education/sboe/meetings/>





Next Steps: Public Comment Period



- The public may submit comments on the proposed NJSLS for English Language Arts is from April 5 through June 7, 2023.
- Comments may be emailed to:
njstandardscomments@doe.nj.gov
- Written comments may also be accepted during one of the three Regional Public Hearings.

Next Steps: Public Comment Locations



- **Southern Region**

- Thursday, April 13, 2023
- 11:00 am – 1:00 pm
- Camden County College
Connector Building
Rm 105, Civic Hall
200 College Drive
Blackwood, NJ 08012

- **Northern Region**

- Monday, April 24, 2023
- 6:00 pm 8:00 pm
- Warren County Technical School
The Theater
1500 Route 57
Washington, NJ 07882

- **Central Region**

- Wednesday, May 3, 2023
- 2:00 pm – 4:00 pm
- NJDOE
Judge Robert L. Carter Building
1st Floor
100 River View Plaza
Trenton, NJ 08625-0500

Register to attend a public hearing at: <https://homerom5.doe.state.nj.us/events/>





Thank You!



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