STATE BOARD OF EDUCATION
NEW JERSEY STUDENT LEARNING STANDARDS
COMMENT/RESPONSE FORM

This comment and response form contains comments from the April 5, 2023, State Board of Education meeting when the readoption of the New Jersey Student Learning Standards in English Language Arts and Mathematics was discussed, as well as comments received during the public comment period.

Topic: New Jersey Student Learning Standards **Meeting Date:** October 4, 2023

Level: Adoption

Division: Teaching and Learning Services **Completed by:** Office of Standards

Summary of Comments and Agency Responses:
The following is a summary of the comments received from State Board of Education members and members of the public and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a letter or number that corresponds to the following list:

A. Kathy Goldenberg, President
State Board of Education

B. Andrew J. Mulvihill, Vice President
State Board of Education

C. Elaine Bobrove, Member
State Board of Education

D. Jack Fornaro
State Board of Education

1. Cathy Gibbons
2. Mary Chemris
3. Jean Publiee
4. Barbara Eames, Working Together for NJ
5. Leana Malinowsky
6. Angharad Rebholz, Teacher
7. Christina Nestory
8. Anonymous #1
9. Jeff Danco, Clinical Psychologist

10. Victoria A. Jakelsky, NJ Parental Rights State Director
11. Maria A. Buckley, Ed.D.
12. Jennifer Lee, Vice Principal of Curriculum, Instruction and Data, Chartertech High School
13. Karen Robinson, Dept. Chair of English Language Arts (ELA), West Deptford Public Schools
14. Kelly Villano, Teacher, Hillsborough School District
15. Valerie Reeth, Director of Instruction and Curriculum and Director of Tech, Middle School Mathematics, Oldenburgh Borough Public Schools
16. Jennifer Rodridgo, Teacher
17. Michael Meyer, Superintendent, Lincoln Park Public Schools
18. Elizabeth Allen, Parent
19. Becky Goglia, Teacher
20. Rajashree Nair, Teacher
21. Rachel Collins
22. Diane Bernstein, Instructional Supervisor ELA and Social Studies, Clearview Regional High School District
23. Kellie Kelly, Teacher
24. Kurt Abel, Supervisor of Instruction Language Arts
25. Michelle Cook, Supervisor of ELA and Social Studies
26. Tracey Flanagan, Parent
27. Kristin Baker, Chair, Warren County Consortium and the Professional Development Committee, New Jersey Association for Gifted Children (NJAGC)
28. Clair Wargaski
29. Dawn Flynn, Parent
30. Jill Mills, Past president, New Jersey Association of School Librarians, Teacher
31. Sarah Sterling-Laldee, Director of STEAM Education, Paterson Public Schools
32. Teresa Chen, Seventh grade mathematics, Lincoln Park School District
33. Thania DePalmo, Multi-Tiered Systems of Support Coordinator/Instructional Coach, Lincoln Park School District
34. Amanda Valente, Fifth grade teacher, Lincoln Park School District
35. Jessica Stroh, Sixth grade ELA teacher, Lincoln Park School District

36. Sue Panek, Lincoln Park School District
37. Ann Marie VanSickle, Director of Curriculum and Instruction, Lincoln Park School District
38. David Winston, Superintendent, Lincoln Park School District
39. Katie Rushnok, Middle school teacher, Lincoln Park School District
40. Lori Mears
41. Ben Weiner
42. Tanya Williams, Parent
43. Frank Cott
44. Ann Dillon, Parent
45. Beth Malone, Parent
46. Claudia Reid
47. Thomas Salerno, Teacher, Netcong Elementary School District
48. Selena Perry
49. Kate Linnehan, Teacher, Haddonfield School District
50. Kathleen O'Flynn, Director of Curriculum and Instruction, Northern Valley Regional Consortium
51. Charlene Gerbig
52. Dennis Desormier, Serving College Achieve Public Schools
53. Lauren Madden, Professor, The College of New Jersey
54. Amy Parness
55. Walter Korfmacher
56. Natalie Crowthers
57. Ewa Dziedzic-Elliott, President, New Jersey Association of School Librarians
58. Dierdre Paul, Professor and Literacy Specialist
59. Natalie Franzi Dougherty, Reading Specialist/Student Achievement Partner Core Advocate
60. Helena Coles
61. Brian Morgan

62. Hank Bitten
63. Carolyn McGrath, Teacher, Hopewell Valley Regional School District
64. Kathleen Kirk, New Jersey Council for the Social Studies
65. Ray Bovino
66. Randi Pomerantz
67. Tara Carroll McKean
68. Nisha Zoeller
69. Radhika Iyengar, Parent
70. Gareth Russell, Professor
71. Julia Sommer
72. Christian Madera, Parent
73. Ron Petherbridge, Retired teacher
74. Jennifer Carcich, Director of Learning Acceleration and Sustainable Development Coordinator, Unity Charter School
75. Connie Sanchez, Executive Director, Unity Charter School
76. Odarka
77. Jennifer Nielsen
78. Christie Arlotta
79. Liz Cutler, Retired teacher
80. Margo Andrews, Teacher, The Pennington School
81. Student, school district unknown
82. Margaret Wang, SubjectToClimate
83. Student
84. Jennifer Makar
85. Rabbi Noson Leiter
86. Student, The Pennington School
87. Student, The Pennington School
88. Lauren Skowronski
89. Student, School District of the Chathams

90. Student, The Pennington School
91. Student, The Pennington School
92. Dan Castrigano
93. Dawn Wynn
94. Susan Miller, President, The Reading League
95. Paula White, Executive Director, JerseyCan
96. Rachel Davis
97. Kathy Czekaj
98. Colleen O'Brien
99. Elizabeth Cerceo, Physician
100. Amy Brown, Literacy Interventionist, Northern Valley Regional Consortium,
101. Jessica Dimataris, Teacher, Northern Valley Regional Consortium
102. Jennifer Williams, Take Action Global
103. Anonymous, Teacher, Northern Valley Regional Consortium
104. Anonymous, Teacher, Northern Valley Regional Consortium
105. Jodi Belnick, Teacher, Northern Valley Regional Consortium
106. Charlene, Teacher, Northern Valley Regional Consortium
107. Anonymous #4, Teacher, Northern Valley Regional Consortium
108. Lacey Wang, Teacher, Northern Valley Regional Consortium
109. Toby Murphy, Teacher, Northern Valley Regional Consortium
110. Anonymous, Teacher, Northern Valley Regional Consortium
111. Anonymous, Teacher, Northern Valley Regional Consortium
112. Michele Ortiz, Math interventionist
113. Kate Heyboer, Teacher
114. Anonymous, Northern Valley Regional Consortium
115. Christina Wortmann, Teacher
116. Susan Carpenter, Teacher
117. Anonymous, Northern Valley Regional Consortium

118. Kristen Erol, Teacher
119. Anonymous, Northern Valley Regional Consortium
120. Anonymous, Northern Valley Regional Consortium
121. Anonymous, Northern Valley Regional Consortium
122. Anonymous, Northern Valley Regional Consortium
123. Laura Scanlan, Retired teacher
124. Elaine Fichera
125. Alfina Broekman
126. Carmen Weir
127. Jacqueline Balasia
128. Keith Dennison, Teacher, Supervisor of English and Social Studies, Warren Hills Regional School District
129. Ann Price, Teacher
130. Carolyn Cid, Literacy teacher, Carl W. Goetz Middle School
131. Kim Rowe
132. Kari Martin
133. Patricia Karr Seabrook, Shareholder Advocacy Coordinator
134. Alexis Ulaj, Director of Community Mobilization and School Support, New Jersey Public Charter Schools Association (NJPCSA)
135. Catherine Chen, Assistant Professor of Medicine, Robert Wood Johnson Medical School
136. Michael Warren, Hasbrouck Heights School District
137. Suzanne Horsley, Hopewell Valley Regional School District
138. Kimberly Kampe, Hopewell Valley Regional School District
139. Deborah Fisher
140. Janet Castellini
141. Melissa Morrison, Teacher
142. Gerry Messina
143. Marc Schaeffer, Ed.D.
144. Caryn Kasmanoff

145. Kim Pacanovsky
146. Matthew Carter
147. Craig Anderson
148. Michael Latella
149. Jennifer Reynolds, Supervisor of Curriculum, Instruction, and Assessment, Andover Regional School District
150. Dianna M Sopala
151. Jennifer Guarino
152. Kelly Marsicano
153. Karin Lloyd
154. Margaret Kling
155. Kristin Koch
156. Marian Campisi
157. Tom Beatini
158. Susan Jennings
159. Amy Steinberg
160. Barbara Maddalena
161. Julie Laub
162. Dorothy Larsen
163. Sandra Garcia
164. Marion Steininger
165. Rebecca Roberts
166. Deborah de la Cretaz
167. Peter Gotlieb
168. Nicholas Homyak
169. J. Marancik
170. Andrew Mumford
171. Deborah Stuart
172. Theodore Chase Jr.

173. Kathleen Bahri
174. Clive Smith
175. Elizabeth Deluca
176. Claudia Sabine
177. Mon Mor
178. Eric Gaskill
179. Michael Troulis
180. Melanie Kiely
181. George Bourlotos
182. Kristin McCutcheon
183. Judi Leone
184. Peter Wilson
185. Irene Gibson
186. Jordan Upadhyay
187. Tim Byrne
188. George Hurst
189. Charles Lewitz
190. Louis Discepola
191. Kathi Thonet
192. Elizabeth Young
193. Shawn Liddick
194. Wynniefred Victor Hinds
195. Katelyn Waldeck
196. Thomas Buckley
197. Eugene Gorrin
198. Carroll Arkema
199. Theresa Forbes
200. Susan Clark

201. Katia Boven
202. Maureen Baldassini
203. Yee Lim
204. Connie Pascale
205. Jo Ann McGreevy
206. Barbara Schwartz
207. Paul Reck
208. Anna Ruff
209. Ann Van Hise
210. Joann Ramos
211. Joy Atkin
212. Jaszmene Smith
213. Judy Mann
214. Timothy Mury
215. Lynne Tapper
216. Lisa Cervantes-Ferrer
217. Jeanne Carol Myers
218. Neil Holzman
219. Arlene Patoray
220. Barbara Tillman
221. Samhitha Sreenivasan
222. Ken Rudnick
223. Steve Mattan
224. Elliot Beneroff
225. Barbara Cuthbert
226. Barbara Burns
227. Grace Musumeci
228. Michael Nelson

229. Debra Pelto
230. Marlin Wechselblatt
231. Ronald Sverdlove
232. Robert DiMona
233. Amy Ralat
234. Debbie Schepis
235. A, Kasbarian
236. David Jungblut
237. Lynn Macy
238. Clarence Gray
239. Leonard Neering
240. Sharon Hardy
241. Sheila Rinear
242. Bob Magee
243. Christine Mueller
244. Marty Doyle
245. Stephen Kahofer
246. Brian Schwartz
247. Scott Bruinooge
248. Karen Krieger
249. Irene Gnarra
250. Bruce McKenzie
251. Barbara Perlmutter
252. Ronald De Stefano
253. Daniel van Kammen
254. Joan Gillen
255. Tracy Foster
256. Jose Ortiz

257. Jeff Chanin
258. Lorraine Brabham
259. Zachary Potter
260. Isobel Wayrick
261. Mohammed Alizadegan
262. Mary Walter
263. Mary Anne Borge
264. M.J. Gamboa
265. Vivian Hsu
266. Pamela Bruton
267. Bill Ryan
268. Erik Hartten
269. Kelly Kleinhandler
270. Morgan Clark
271. Deborah Khost
272. Karen Barrows
273. Arlene Mangino
274. Janice Bate
275. Ellen Ingber
276. Leslie Lanphear
277. Melissa Pflugh
278. Shannon Jacobs
279. Larry Salvatoriello
280. Jessica Finnegan
281. Carol Helm
282. Edward Turner
283. Gale Sasson
284. Traci A Brown

285. Jessica Ramirez
286. Carol Beckett
287. Michael Paul
288. Richard Mason
289. Armandine Kelly
290. Marie Herron
291. Daurie Pollitto
292. Robert Pollitto
293. Noel Stoll
294. Nancy Pollitto
295. Deana Luchs
296. Erika Malinoski
297. Susan Druckman
298. Jane Frantz
299. Art Rosenberg
300. Kristine Kline
301. Dawn Ulley
302. Gerald Shambaugh
303. Steve Tardif
304. Debra Miller
305. Diane Falk
306. Eugenia Etkina
307. Ann Thomas
308. Nancy Morris
309. Neil Weiss
310. Thomas Gillen
311. Lynn Mignola
312. Annalisa Erba

313. Jennifer Stone
314. Brent Bomia
315. Susan Edmunds
316. Barbara Burke
317. Lawrence Brown
318. Anthony Cacciapuoti
319. Deidre Karcher
320. Stephen Troyanovich
321. Alvin Sugerman
322. Julianna Kosty
323. Jay Wiesenfeld
324. Linda Blatnik
325. Llise Lazarus
326. Dale Rosselet
327. Nancy Sattan
328. Heather Stott-Mason
329. Harriet Shugarman
330. Alex Baumer
331. Elizabeth Domigan
332. Blair Nelson
333. Terrence Moran
334. Linda Flores-Tober
335. Ruby Cribbin
336. Maria Vargas Ceballos
337. Kathy O'Leary
338. John Cosgrove
339. Lorna Henkel
340. Gabriel Galloza

341. Sherry Sassine
342. Nancy Griffeth
343. Jessica Caron
344. Giancarlo Brugnolo
345. Howard Schwartz
346. Dawn Zelinski
347. Chris Scholl
348. Carl Ford
349. W Scott Butterfield
350. Sam Mufalli
351. Stephanie Seymour
352. Barbara Maddalena
353. Pat Balko
354. Daniel Weinberger
355. Leonard Neering
356. Vincent Capizzi
357. Sylvia Barclay
358. Daniel Brennan
359. Lynn R. Charles
360. Nancy Chismar
361. Lee Widman
362. Mark Lowenthal
363. Jamie Fay
364. Judy Fairless
365. Susan Goldberg
366. Terrence Thompson
367. Richard Brown
368. Barbara Francett

369. Glenn DeLuca
370. Daniel Kurz
371. Edania Rondon
372. Anthony Broussard
373. Gwendolyn Kent
374. Sue Franko
375. Jody Swope
376. Sirarpi Aivazian
377. Keith Wiegand
378. Julia Cranmer
379. Lee Blackwell
380. Daniel Leana Ramirez
381. Monica Jelonnek
382. Cathy Elizabeth Levin
383. Linda Beauregard
384. Catherine Rymsza
385. Paul Ruderman
386. Erin Hesser
387. Betsy Frank
388. Monica Shaw
389. Linda Elsenhans
390. Mattew Montanari
391. Rachit Dubey
392. Ann Gilson
393. James Florance
394. Deborah McComber
395. Robin Kociolek
396. Lois Kiely

397. Millicent Rein
398. Thomas Burtnett
399. Trevanne Foxton
400. Joseph Casale
401. June Tullman
402. Kathleen Peist
403. Amy Greene
404. Alva Bostick
405. Anthony Turco
406. Sheila Lombardi
407. Judith Brickman
408. Teresa Walsh
409. Jeannette Stiefel
410. Rodney Richards
411. Melanie Durso
412. Debra Valazza
413. Jeffrey Cooper
414. Pam Lynn
415. James Hemm
416. Thomas and Ellen Measday
417. Victor Sytzko
418. Jennifer Hsu
419. Mimi Kaplan
420. Nancy Jensen
421. Barbara Helpern
422. Ruth Zowader
423. Trevanne Trevanne
424. Emily Filardo

425. M. Thomas
426. Carol Suboleski
427. David A. Lawrence
428. Richard Askins
429. Jennifer Skillman
430. Charles ONeil
431. Megan Earl
432. Linda Neff
433. Alexandra Cole
434. Mary Sottung
435. Allison Bolsius
436. Robert J. Farrauto
437. Catherine Berteele
438. Annette Coomber
439. John Wheeler
440. Linda Henson
441. Anita Skolnick
442. Roberta Friedman
443. Janis Bozowski
444. Lisa Friedlander
445. Alice Golin
446. Martina Clark
447. Dianne Mizerak
448. Carl Keiser
449. Bridget Daly
450. Peter Burval
451. Wendy MacAuley
452. Jarrett Cloud

453. Bharat Adarkar
454. John Ruhl
455. John Cantilli
456. Valerie Clark
457. Andrew Horn
458. Lenore Isleib
459. Andrew Colletto
460. Joshua Noreuil
461. Jon Rosenblatt
462. Laurel Kornfeld
463. Erita Dzilna
464. Halie Hennessey
465. Jessica Brady
466. Susan Mikaitis
467. Alice Ciuffo
468. Gail Kopp
469. Jennifer Snively
470. Lisa Ferraro
471. Denise Brush
472. Sharon Stoneback
473. Carole Mattiace
474. Ibn-Umar Abbasparker
475. Ann Wolf
476. Greg Krawczyk
477. Victoria Druding
478. Jeanne Van Orman
479. John Frankenberg
480. Soraya Shalforoosh

481. Sally Warner
482. Jse Prowse
483. Pat Richter
484. Bob Hartman
485. Patti Pedretti
486. Giuseppe Erba
487. Thomas Cierech
488. William Tantoy
489. Karen Kinsman
490. Claire Whitcomb
491. Jennifer Spirakis
492. Helen Lindsay
493. Geno Cantell
494. Eliza Lox
495. John Dull
496. Sister Josie P.
497. Marianne Coffey
498. Brendan Hodnett
499. Barbara Reynolds
500. Laura Dickey
501. Regis Yurcich
502. Franta Broulik
503. Sandra Cartensen
504. Brian Wright
505. Lisa Garrison
506. Allen Whitehead
507. Peter Fried
508. Keith Wilkins

509. Kim Sellon
510. Marie A. Curtis
511. Jennifer Lauby
512. Andrea Rizzuto
513. Viola Markus
514. L. Helaudais
515. John Richkus
516. Terry Cohn
517. Susan Eckstein
518. Radley Anderson
519. Mark Rist
520. Joanne Rist
521. Jim Weaver
522. James MacNair
523. Gertrude Glazer
524. Phyllis Castells
525. Richard Danek
526. Jacqueline Murtha
527. Amy DeFrancisco
528. Louiseann Fritz
529. Janice Dabney
530. Matt Willenkin
531. James Andrew
532. Carole Griffiths
533. Ian Oxenham
534. Loretta Aja
535. Linda Gallagher
536. Marion Steininger

537. David White
538. Rachel Fey
539. Alfredo Ocasio
540. Donna Heimlich
541. Ann Guarino
542. Sue Collins
543. Steve Master
544. Cheryl Dzubak
545. Esther Mitchell
546. Amparo Daniels
547. Antoinette Meale
548. Ralph Billick
549. Albert Alexander
550. Patricia Aufiero
551. Nancy Cunningham
552. Kathryn Clancy
553. Ruth Boice
554. Jason Kemple
555. Anita Kranz
556. Susan Mullins
557. Cindy Kerekes
558. Ann Briscese
559. Judith Weiss
560. Maria Nina Scarpa
561. Theresa Thorsen
562. Rebecca Vezza
563. Kate Joyce
564. Patty Cronheim

565. Donna Nina
566. Michael Shakarjian
567. Therese Ogden
568. Ed Jocz
569. Francis Forsyth
570. Chantal Wilson
571. Jodi Doud
572. Jessica Miller
573. Janet Rauscher
574. Barbara Strohm
575. Brian Rosenberg
576. Jyh Lay
577. Robert MacFarlane
578. Sheila Clark
579. Lascinda Goetschius
580. Marco Pallidino
581. Susen Shapiro
582. Leon Paley
583. Akiba Lubow
584. Laurence Anouna
585. Timothy Carroll
586. Margaret Ellis
587. Frank Immler
588. Martin Carroll
589. Kathleen Galante
590. George Schaefer
591. Eleanor Dill
592. Michael Coen

593. Sandra Coen
594. Jane McMahill
595. Elizabeth Knight-Moss
596. John Kashner
597. Lynn Merle
598. Molly Walker
599. Lawrence Alexander
600. David P.
601. Roberta Gardner
602. Danielle Schatten
603. Susan Urmey
604. Ann Caswell
605. Christine Koehler
606. Tony Giordano
607. Caren Fitzpatrick
608. Thomas Cusmano
609. Paul Hammond
610. Charles McCullagh
611. Wendy Goetz
612. Dorothy Clair
613. Jeanne Golden
614. Mark Pauluno
615. Christopher Hoffman
616. Todd Wolf
617. Julie Drawbridge
618. Jessica Renard
619. Tim Sevener
620. Wilma Wever

621. Roberta Blitz
622. Kevin Deyoung
623. Kathleen Kasper
624. Robin Suydam
625. Robert Love
626. Margaret Foshay
627. Philip Pepe
628. Megan Riemer
629. Beverly Neyenhouse
630. Stacey Fox
631. Gail Scuderi
632. Philip J. Hyun
633. John Nelson
634. George Chernetz
635. Kimberly Noel
636. Barbara Trought
637. Reggie Regrut
638. Karen Kilpatrik
639. Alison Miller
640. Cheryl Dahler
641. Helen Schafer
642. Annette Caamano
643. Thomas Brennan
644. Brian Murray
645. Nina Lazar
646. Helga Spector
647. Veronica Murray
648. Meredith Kates

649. Christine Aurilia
650. Jennifer Grissom
651. Jenna Hager
652. Paula Bushkoff
653. Rebecca Reynolds
654. Camillo Musumeci
655. Fred Fall
656. Edward Atkin
657. Ronald Harkov
658. Rita Sheehan
659. Denise Lytle
660. David Roberts
661. Patti Mealy
662. Jessie Lindsay
663. Karen Becker
664. Deborah Kratzer
665. Margaret Barbero
666. Lewis Blaustein
667. Robert Szuter
668. Kevin Kimmel
669. Jessica Brown
670. Alexis Langelotti
671. Nicole Stevens
672. Patricia Miller
673. David Ashton
674. James Porter
675. Calebe Pereira
676. Ramona Hillier-O'Hara

677. Karen McGuinness
678. Renee Pollard
679. Patches Magarro
680. Jacquie Pierri
681. Cameron Bently
682. J.J. Mistretta
683. Neil Sauerwein
684. Margaret Yelenik
685. Dennis Manganelli
686. Dipali N
687. Karen Spring
688. Holly Nolan
689. Ruth Friedberg
690. Denise Bivona
691. Theresa Baker
692. Ann McCarthy-Egan
693. Elise Morrison
694. Evelyn Gomez
695. Liz deBeer
696. Alice Diamond
697. Alex Raspa
698. Mary Day
699. Roma Blanchet
700. J. Evertsen
701. Alexandra Carlson
702. Elizabeth Veneziano
703. Thomas Foregger
704. Stacy Davies

705. Michael Ballone
706. Jennifer Richter
707. Ellen McConnell
708. Kaileen Alston
709. Stuart Feldman
710. Virginia Fisher
711. Richard Matula
712. Joan Farkas
713. Liza Restifo
714. Smadar Shemmesh
715. Julie Akers
716. Frida Ruiz
717. Donna Edwards
718. Dr. Ellie Abdi
719. Crystal DiMiceli
720. Erin Maron
721. Jenna Scott
722. Nancy, Conquer Mathematics
723. Suzanne Greco
724. John Aitken
725. Elisabeth Yucis
726. Samantha Leav, Data Science 4 Everyone
727. Marcus Sibley
728. Amy Goldsmith
729. Jeffrey Goldsmith
730. Sukrut Sonty
731. Rachael Evans
732. Anonymous Student, Hopewell Valley High School

733. Anonymous Student, Hopewell Valley High School

734. Anonymous Student, Hopewell Valley High School

735. Anonymous Student, Hopewell Valley High School

736. Anonymous Student, Hopewell Valley High School

737. Anonymous Student, Hopewell Valley High School

738. Anonymous Student, Hopewell Valley High School

739. Anonymous Student, Hopewell Valley High School

740. Anonymous Student, Hopewell Valley High School

741. Anonymous Student, Hopewell Valley High School

742. Anonymous Student, Hopewell Valley High School

743. Carolyn McGrath, Hopewell Valley High School

744. Dr. Todd Glover, Co-Director, New Jersey Tiered System of Supports Early Reading Team (NJTSS-ER)

745. Cynthia Mackowicz, Project Manager and Early Reading Literacy Consultant, NJTSS-ER

746. Jennifer Bender, Early Reading Literacy Consultant, NJTSS-ER

747. Gina Mazzariello, Early Reading Literacy Consultant, NJTSS-ER

748. Shana Lewis, Early Reading Literacy Consultant, NJTSS-ER

749. Deborah Lynam, Consultant, NJTSS-ER

1. **COMMENT:** The commenter looked forward to receiving public comment regarding the plus standards in the New Jersey Student Learning Standards for Mathematics (NJSLS-Mathematics). **(A)**

RESPONSE: The Department appreciates the commenter's curiosity regarding plus performance expectations. Plus performance expectations are high school expectations that specify the knowledge and skills necessary to take advanced courses such as calculus and advanced statistics. Plus performance expectations have been included in New Jersey's mathematics standards for more than a decade and continue to be leveraged by school districts to design advanced high school courses.

2. **COMMENT:** The commenter expressed a concern that the proposed 2023 (NJSLS) overregulate local educational agencies' (LEAs) abilities to educate students by creating too much direction through the NJSLS. The commenter sought clarification on how the Department found a balance between standards and local control of curriculum. Additionally, the commenter stated that the reference to students becoming "productive global citizens," as it appears in the Vision for English Language Arts Education in New Jersey, is not appropriate. The commenter stated that the vision should prioritize global interests over the interests of New Jersey and the United States and suggested replacing "global" with "American." **(B)**

RESPONSE: The Department disagrees that the 2023 NJSLS overregulate LEAs. The NJSLS define what all students need to understand and be able to do by the end of specific grades and grade bands. LEAs have the responsibility and the flexibility to determine how best to ensure that all students are proficient with the NJSLS.

Recommendations for revisions of the proposed 2023 NJSLS were crafted after extensive review by four separate working committees composed of expert English language arts (ELA) educators from across the State. The working committees determined the skills and concepts included in the proposed 2023 NJSLS-ELA to be necessary for student success.

Regarding the request to replace "global" with "American" in the Vision for English Language Arts Education in New Jersey, the Department's efforts to foster educational excellence and ensure equal access promote student achievement, preparation for global competitiveness, and economic empowerment. The Department is committed to ensuring students' success in college, career, and post-secondary environments, wherever and however this engagement occurs. To demonstrate that commitment, the introduction to the Vision for English Language Arts Education in New Jersey has been revised to read: "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities."

COMMENT: The commenter stated that students are struggling in mathematics and ELA because of the COVID-19 pandemic, so the NJSLS should not shift focus on the core skills and the core mission to cover global climate change. **(B)**

RESPONSE: The Department shares the commenter's concern for the impact that the COVID-19 pandemic has had on students. The focus of the proposed NJSLS-Mathematics and ELA continues to be on the understanding and skills necessary for post-secondary success. The climate change examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

3. **COMMENT:** The commenter inquired if the K-5 Foundational Skills: Reading and Writing Language Strands in the language domain are sufficiently flexible to meet the academic needs of all children. The commenter stated that teachers need to be able to speak about, and deal with, a variety of topics as they arise in the classroom to teach effectively. Additionally, the commenter supported the inclusion of "global" in the Vision for English Language Arts Education in New Jersey because it acknowledges the various cultures and ethnicities represented in New Jersey and the United States and will promote cooperation between New Jersey students and people in all parts of the world. **(C)**

   RESPONSE: The New Jersey Student Learning Standards (NJSLS) are research-based and were designed to make explicit the foundational skills that may have been assumed in previous versions of the standards. Each district board of education is responsible for ensuring that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the NJSLS and ensure that appropriate instructional adaptations are designed and delivered for students with disabilities, English language learners, students enrolled in alternative education programs, and students who are gifted and talented. Additionally, the Department appreciates the commenter's views on the Vision for English Language Arts Education in New Jersey.

4. **COMMENT:** The commenter stated that "global" should be removed from the Vision for English Language Arts Education in New Jersey. The commenter submitted the term came from the Federal government, which is aligned with globalism and climate change. The commenter stated that the NJSLS-ELA vision should mention America first. (**D**)

   RESPONSE: The Department's efforts to foster educational excellence and ensure equal access promotes student achievement, preparation for global competitiveness, and economic empowerment. The Department is committed to ensuring students' success in college, career, and post-secondary environments, wherever and however this engagement occurs. To demonstrate that commitment, the introduction to the Vision for English Language Arts Education in New Jersey has been revised to read: "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities."

   COMMENT: The commenters supported the Foundational Skills: Writing Language, including command of writing, conventions of encoding, orthographic mapping, and sentence composition. The commenters stated that there is a typographical error in the

climate change instructional example in NJSLS-ELA RI.MF.1.[7]6, which reads "In a science unit, students my look at data."**(5 and 705)**

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

5. **COMMENT:** The commenters expressed appreciation for the renewed focus on foundational skills in the proposed NJSLS-ELA. **(7 and 10)**

RESPONSE: The Department appreciates the support.

6. **COMMENT:** The commenter inquired why vocabulary and context clues were removed from the grade level NJSLS in English language arts (NJSLS-ELA). **(1)**

RESPONSE: The Department appreciates the inquiry. Vocabulary and context clues remain in the proposed NJSLS-ELA but have been relocated. The strands VL (Vocabulary Acquisition, Use, and Literal Meaning) and VI (Vocabulary Acquisition, Use, and Literal Meaning) are in the language domain in kindergarten through grade 12 (K-12). Specific references to context clues as a strategy for determining meaning appear beginning in grade two. In kindergarten and grade one, students will learn to use many strategies for determining word and phrase meanings. Vocabulary acquisition skills such as word analysis, word solving strategies, interpretations of figurative and connotative word meanings, and consultation of general and specialized reference materials remain in the proposed NJSLS-ELA.

7. **COMMENT:** The commenter suggested that students develop skills through speaking and listening. The commenter asked why capitalization and punctuation do not appear in the proposed NJSLS-ELA. **(3)**

8. **RESPONSE:** The Department appreciated the comment. The Speaking and Listening Domain remains in the proposed NJSLS-ELA with no revisions. The domain continues to include skills that prepare students to participate effectively in discussions, integrate information, evaluate speakers, present information, use media, and adapt speech to a variety of contexts, tasks, and audiences.

Additionally, it can be noted that capitalization is included in Foundational Skills: Writing Language from kindergarten to grade four (K-4). Punctuation appears throughout the language domain from K-12 at developmentally appropriate points.

9. **COMMENT:** The commenter appreciates the depth, complexity, and focus of the proposed NJSLS-ELA. **(10)**

RESPONSE: The Department appreciates the support.

10. **COMMENT:** The commenter requested that "emergent-reader texts" in NJSLS-ELA L.RF.K.4 and "grade-level texts" in grades one and two be replaced with "decodable text." **(19)**

RESPONSE: Revised performance expectation L.RF.K.4 states: "Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension." Therefore, "decodable text" is indicated in that performance expectation. "Grade-level texts" refers to texts appropriate to students' decoding skills in grades one and two and those texts will be identified in the locally constructed curriculum.

11. **COMMENT:** The commenter inquired if there is a performance expectation in the proposed 2023 NJSLS-ELA that corresponds to the 2016 NJSLS-ELA performance expectation RL.1.7 (use illustrations and details in a story to describe its characters, setting, or events). **(24)**

RESPONSE: Performance expectation RL.1.7 has been revised and its content appears in the 2023 performance expectation RL.MF.1.6 (with prompting and support, use illustrations and details in a story to describe its characters, setting, or events).

12. **COMMENT:** The commenter commended the addition of Foundational Skills: Reading Language and Writing Language in kindergarten to grade five and the more detailed and specific performance expectations in reading and writing. **(49)**

RESPONSE: The Department appreciates the support.

13. **COMMENT:** The commenter recommended that the Kindergarten Foundational Skills: Writing performance expectation L.WF.K-1.3.8 (capitalize days of the week, months and names of people) be removed from kindergarten, citing developmental inappropriateness and redundancy with L.WF.K-1.3.15 (use capitals for the first word in a sentence and proper names).The commenter also suggested that the two performance expectations be combined for clarity. **(49)**

RESPONSE: The Department agrees with commenter that the capitalization of days of the week and months is developmentally inappropriate for kindergarten. According to the Joint Position Statement of the International Reading Association and the National Association for the Education of Young Children, children in grade one "can attempt to use some punctuation and capitalization" (1998). Therefore, L.WF.K.3.C. has been revised to read as follows: "Capitalize the first word in a sentence, capitalize proper names, and include spaces between words." Performance expectation L.WF.K-1.3.15 has been deleted to eliminate redundancy and confusing language.

14. **COMMENT:** The commenter stated that the Kindergarten Foundational Skills: Writing performance expectation L.WF.K-1.3.10 (use commas in dates and to separate single words in a series) is developmentally inappropriate and should appear in first grade. **(49)**

RESPONSE: The Department agrees with the commenter. According to the Joint Position Statement of the International Reading Association and the National Association for the

Education of Young Children, children in grade 1 "can attempt to use some punctuation and capitalization" (1998). Therefore, L.WF.K-1.3.10 has been deleted. Performance expectation L.WF.1.3.E (use commas in dates and to separate single words in a series) will remain in grade one.

15. **COMMENT:** The commenter stated that the First Grade Foundational Skills: Writing performance expectation L.WF.1.3.F (distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause) is more complex than L.WF.2.3A (with modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary). **(49)**

RESPONSE: The Department agrees that the first-grade performance expectation, which requires students to supply a missing phrase or clause, is more complex than the requirement for students to supply a subject or predicate as necessary in Second Grade. In order to properly scaffold the development of the skill from Kindergarten to grade 1, the Kindergarten performance expectation L.WF.K.3.I has been amended to read "With support, distinguish between a complete sentence and a sentence fragment."

16. **COMMENT:** The commenter stated that there are too many complex spelling rules in Second Grade Foundational Skills: Writing performance expectation L.WF.2.2.C (words with suffixes that require consonant doubling, dropping silent –e, and changing y to i). The commenter requested that the performance expectation be moved to third grade as L.WF.3.2.G. **(49)**

RESPONSE: The Department agrees with the commenter that the skill "changing y to i" is developmentally appropriate for third grade and not second grade as proposed in L.WF.2.2.C. The second-grade performance expectation L.WF.2.2.C has been revised to read as follows: "Words with suffixes that require consonant doubling, and dropping silent –e." The third-grade performance expectation L.WF.3.2.E now reads as follows: "Change y to i (cried) in words with suffixes, when required."

17. **COMMENT:** The commenter stated that Fourth Grade Foundational Skills: Writing performance expectation L.VI.4.3.B (determine the meaning of words and phrases that allude to significant characters found in literature [e.g., Herculean]) is developmentally inappropriate, as fourth grade students will not have read texts with significant characters. **(49)**

RESPONSE: The Department agrees that the example of "Herculean" is not developmentally appropriate for all grade four students and removed the example.

18. **COMMENT:** The commenter suggested that Fourth Grade Foundational Skills: Writing performance expectation L.WF.4.2.A (analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes) be moved to grade five to add a spelling performance expectation to that grade level. **(49)**

RESPONSE: The Fourth Grade Foundational Skills: Writing standard L.WF.4.2.A (analyze and spell multi-syllable words with the most common Latin roots, prefixes, and

suffixes) is scaffolded in third grade, so students will build upon the skills necessary to meet the fourth grade performance expectation. Additionally, the 2016 NJSLS-ELA required students to "use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word." The proposed revision focuses solely on Latin affixes and roots. Regarding the inclusion of spelling performance expectations in fifth grade, research indicates that spelling is closely linked to phonemic awareness. As phonemic awareness develops from kindergarten through grade four, and students begin to develop morphological knowledge, students by grade five will use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology to read, compose, and integrate academic and domain-specific vocabulary (as indicated in Foundational Skills: Writing standard L.VL.5.2). To maintain continuity in Fifth Grade Foundational Skills: Writing, and to support vocabulary development, performance expectation L.WF.5.2.H now reads as follows: "Spell grade appropriate words correctly, consulting references as needed."

19. **COMMENT:** The commenter questioned if a specific number of words is necessary in Fourth Grade Foundational Skills: Writing performance expectation L.WF.4.2.C (Write accurately 1000 high-frequency words in English. Spell grade-appropriate words correctly, consulting references as needed), why that number was chosen, and how writing accuracy for 1000 words will be assessed. **(49)**

RESPONSE: Upon review and additional research, there is varying evidence for how many high-frequency words are appropriate for students to write and spell accurately in fourth grade. The Department has concluded that a specific number of high-frequency words is not appropriate for inclusion in Fourth Grade Foundational Skills: Writing. The Department deleted "Write accurately 1000 high-frequency words in English" at performance expectation L.WF.4.2.C.

20. **COMMENT:** The commenter stated that the Kindergarten Foundational Skills: Writing performance expectation L.WF.K.-1.2.7 is developmentally inappropriate and should be moved to first grade. The commenter requested that "with" in Kindergarten performance expectation L.WF.K-1.2 be replaced with "by" or remove the verbs in each subheading for clarity. The commenter suggested performance expectation L.WF.K-1.2 should read as follows:

> "Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
>
> 1. Represent phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the "o" in "rope" may be spelled with a single letter, o).
> 2. Write or select a missing initial or final consonant when spelling a CVC word.
> 3. Spell VC [at, in] and CVC [pet, mud] words with short vowel sounds.
> 4. Write (20) frequently used words accurately.
> 5. Attempt phonetic spellings of unknown words.

6. Short vowels and single consonants.
7. Consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
8. Initial and final consonant blends (must, slab, plump)." **(49, 141)**

RESPONSE: The Department appreciates the comments and has made several responsive revisions.

The Department thanks the commenter for the suggestion and has replaced "with" with the "by" for clarity, with L.WF.K.2 now reading "Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by…". The Department altered the verb at the beginning of each subheading to the "-ing" form to clarify what students will do in each performance expectation.

Upon further review, the Department has determined that subheading #3, which requires "spelling VC [at, in] and CVC [pet, mud] words with short vowel sounds," duplicates subheading #6, which requires short vowels and single consonants. The two subheadings have been integrated into subheading #C.

The also Department agrees with the commenters that subheading #7 is developmentally appropriate for first grade and removed the subheading from Kindergarten.

Additionally, the Department revised the numbering system in Foundational Skills: Writing Language so the alphanumeric codes are consistent with the other performance expectations in the kindergarten language performance expectations. The revised kindergarten performance expectation L.WF.K-1.2 became L.WF.K.2.

21. **COMMENT:** The commenter supported the enhancement and addition of kindergarten through grade five Foundational Reading and Writing performance expectations and the addition of Practices of English Language Arts in the proposed NJSLS-ELA because they are evidence-based and increase equitable learning opportunities. **(59)**

RESPONSE: The Department appreciates the support.

22. **COMMENT:** The commenter recommended the inclusion of cursive writing skills in the proposed NJSLS-ELA. **(67)**

RESPONSE: Handwriting is addressed at developmentally appropriate points in the proposed NJSLS-ELA. Performance expectation L.WF.K.1 focuses on early command of the conventions of writing in kindergarten. In grades one and two, the performance expectation requires that students write the upper and lowercase alphabets from memory and write legibly with sufficient fluency to support composition.

23. **COMMENT:** The commenter stated that the detailed encoding and decoding skills included in the proposed 2023 NJSLS-ELA are welcomed. The commenter also sought a more detailed scope and sequence for decoding and encoding in kindergarten through grade three. **(94)**

RESPONSE: Each LEA develops its own scope and sequence documents during its curriculum review and revision process. Scope and sequence documents are influenced by the LEA's instructional materials and their implementation.

24. **COMMENT:** The commenter stated that vague language of reading performance expectations in kindergarten through grade three of the 2023 NJSLS-ELA does not support the explicit instruction of the structure of English. **(94)**

RESPONSE: The Department disagrees. In the proposed 2023 NJSLS-ELA the language domain has been prioritized to recognize the crucial nature of foundational literacy skills in kindergarten through grade five. Within the Foundational Skills: Reading Language performance expectations, critical expectations in foundational reading were clarified and bolstered by enhancing focus on decoding and encoding words; analyzing word parts; recognizing words; reinforcing the awareness of segments of sounds in speech and how they link to letters; developing reading accuracy, fluency, and comprehension; and highlighting broad oral language skills. Additionally, revisions to performance expectations in the reading domain in all grades clearly delineate between literature and informational texts to ensure distinct knowledge and skills related to each text type, including the features and structures unique to literature and informational texts.

25. **COMMENT:** The commenter requested a clear definition in the NJSLS-ELA of what it means to read at grade level, as mentioned in Foundational Skills: Language in grades one through five. **(94)**

RESPONSE: "Grade-level texts" refers to texts appropriate to students' decoding skills in grades one through five. Pursuant to N.J.A.C. 6A:8-3.1(c)3, LEAs select all curriculum, instructional tools, texts, and materials. The Department will develop Standards Transparency and Mastery Platform (STAMP) resources to support educators in developing and identifying high-quality instructional tools and materials, including text complexity rubrics. LEAs are also encouraged to engage with the Department's Reading Acceleration Professional Integrated Development (RAPID) and RAPID Plus initiatives, which will provide professional development opportunities for educators to create high-quality instructional materials and tools targeting literacy in kindergarten through grade six.

26. **COMMENT:** The commenter inquired about the purpose of third grade students needing to identify word origins in the Third Grade Foundational Skills: Writing Language performance expectation L.WF.3.2.C. **(115)**

RESPONSE: Performance expectation L.WF.3.2.C. (identify language of word origin, as noted in dictionaries) requires students to use a dictionary to locate and utilize word origins. This skill supports the development of morphological awareness (i.e., awareness of units of meaning in language, such as root words, prefixes, and suffixes). Morphological awareness assists students in spelling, decoding, and comprehension in grade three and beyond.

27. **COMMENT:** The commenter supported the inclusion of "emergent texts" and "decodable texts" in Foundational Skills: Reading Language. The commenter also cautioned that there are types of emergent texts that run counter to the kinds of instruction that students need to learn well. **(95)**

RESPONSE: The Department appreciates the support. The Kindergarten Foundational Skills: Reading Language performance expectation L.RF.K.4 contains the following language: "Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondence) orally with sufficient decoding accuracy to support comprehension." The inclusion of "decodable texts" specifies that emergent-reader texts, which are developmentally appropriate for kindergarten readers, require students to use their phonics knowledge to decode words.

28. **COMMENT:** The commenter requested that the proposed NJSLS-ELA be revised to specify how many phonemes must be taught. **(95)**

RESPONSE: The proposed NJSLS-ELA include the number of phonemes that must be learned. The Foundational Skills: Reading Language and Foundational Skills: Writing Language strands of the language domain require the instruction of the 44 phonemes in the English language. The performance expectations appear in kindergarten through grade three, according to the developmental appropriateness and complexity of the specific phonemes.

29. **COMMENT:** The commenter supported the inclusion of Foundational Skills: Reading Language and Writing Language in the language domain of the proposed NJSLS-ELA because they are based in evidence. The commenter also stated that 30 percent of students will not acquire language without a structured foundational skills approach, as the proposed NJSLS-ELA will promote. **(95)**

RESPONSE: The Department appreciates the support and agrees that decisions about curriculum and instruction have significant impact on student learning.

30. **COMMENT:** The commenter stated that the proposed NJSLS-ELA focus on usage, phonics, spelling, grammar, handwriting, and vocabulary acquisition and include current trends in the discussion on how children can best learn to read and write. **(105)**

RESPONSE: The Department appreciates the support.

31. **COMMENT:** The commenter stated that the new NJSLS-ELA are more specific and in-depth, with higher expectations for second grade. **(108)**

RESPONSE: The Department appreciates the support. In addition, the Foundational Skills: Reading and Writing Language delineate the specific decoding, encoding, phonemic awareness, language, and spelling skills that establish the foundation for literacy.

32. **COMMENT:** The commenter supported the integration of writing foundations into the kindergarten through grade five language domain. The commenter also stated that the

Foundational Skills: Writing performance expectations will have a significant positive impact on student learning and writing in middle school, high school, and beyond. **(134)**

RESPONSE: The Department appreciates the support.

33. **COMMENT:** The commenter supported the revision of redundant language and all of the clarifications made to skills and performance expectations in Foundational Skills: Writing Language. **(134)**

RESPONSE: The Department appreciates the support.

34. **COMMENT:** The commenter asked which specific words are included in the 20 frequently used words that students must write accurately, as stated in kindergarten performance expectation L.WF.K-1.2.4. **(141)**

RESPONSE: Upon review and additional research, the Department found varying evidence for how many high-frequency words are appropriate for students to write and spell accurately in kindergarten. The Department has concluded that a specific number of high-frequency words is not appropriate for inclusion in Kindergarten Foundational Skills: Writing Language. Kindergarten performance expectation L.WF.K.2.4 has been revised as follows: "Writing frequently-used words accurately."

35. **COMMENT:** The commenter asked if kindergarten performance expectation L.WF.K-1.3.12, which reads: "Demonstrate command of the conventions of sentence composition: Write statements in response to questions, and questions transformed from statements, using conventional word order," involves written or oral composition. The commenter also asked if kindergarten students should be writing questions transformed from statements by the end of kindergarten. **(141)**

RESPONSE: This performance expectation, which is part of the Foundational Skills: Writing Language portion of the language domain, pertains to written composition. Upon further review, the Department has determined that it is developmentally inappropriate for kindergarten students to reach this expectation without support. Therefore, the performance expectation has been revised to include "with support."

36. **COMMENT:** The commenter asked why "strengthen writing through response and self-reflection using questions and suggestions from peers" no longer is included in kindergarten performance expectation W.WP.K.4, which reads: "With prompts and support from adults, recognize that writing carries a message and should make sense to others." **(141)**

RESPONSE: Kindergarten Writing performance expectation W.WP.K.4 relates to the writing process. By revising, clarifying, and making the performance expectation more developmentally appropriate for kindergarten students, the revision creates clear expectations that students will understand the most basic steps in the writing process while being supported by adults. Language about identifying audience and purpose, planning

writing, and revising/editing writing has been added to the grade one performance expectation, establishing a clear progression of skills from kindergarten to first grade.

37. **COMMENT:** The commenter asked what further explanation of dialogue and details in writing performance expectation W.NW.1.3 would look like in grade one. **(141)**

RESPONSE: The proposed W.NW.1.3 has been revised and enhanced significantly to provide greater explanation of dialogue and details. A clear explanation of the use of dialogue and details has been provided in the proposed revision. Grade one writing performance expectation W.NW.1.3 reads as follows: "With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
B. Provide dialogue and/or description and details of experiences, events, or characters.
C. Use transitional words to manage the sequence of events.
D. Provide a reaction to the experiences or events."

38. **COMMENT:** The commenter stated that, without more details in the grade one writing performance expectation W.WP.1.4, educators will neglect the component of revision throughout the drafting portion of the writing process for other aspects, such as elaboration and craft, and concentrate on only conventions. **(141)**

RESPONSE: The 2016 correlate to this performance expectation, which was coded W.WP.1.5, does not mention planning, revising, or editing as specific tasks that students will perform in the course of their writing process. The 2023 proposed revision includes those tasks explicitly and appropriately for first grade students. In grade two, the performance expectation expands to include the student's self-evaluation of their written work, which broadens the student's revision and editing skills and integrates them into the student's writing process. The Department will not be changing W.WP.1.4 because the skills required in performance expectation W.WP.1.4 are scaffolded to build more sophisticated revision and editing skills in grade two and beyond.

39. **COMMENT:** The commenters stated that Kindergarten Foundational Skills: Writing Language performance expectation L.WF.K-1.1E requires students to "write the upper and lowercase alphabets from memory." The commenters also stated that is repeated in First Grade Foundational Skills: Writing Language standard L.WF.1.1A. The commenters further stated that the repetition of the performance expectations without further clarification leaves educators not knowing when students are expected to perform the expectations and allows for interpretation regarding the performance expectations. **(149 and 744 through 749)**

RESPONSE: The Department agrees that the inclusion of L.WF.K.1.E ("write the upper and lowercase alphabets from memory") may cause confusion and has been removed. L.WF.K.1.B requires that students "write upper and lowercase letters, with reference to a model." Foundational Skills: Writing Language performance expectation L.WF.1.1.A remains as "Write the upper and lowercase alphabets from memory."

40. **COMMENT:** The commenter stated that grade five reading performance expectations RL.CI.5.2 and RI.CI.5.2 are identical to the corresponding grade seven reading performance expectations RL.CI.7.2 and RI.CI.7.2. The commenter stated that the corresponding grade six reading performance expectations RL.CI.6.2 and RI.CI.6.2 do not connect to grades five or seven. **(702)**

RESPONSE: Upon review of the RL.CI and RI.CI performance expectations from kindergarten through grade 12, performance expectations RL.CI.6.2 and RI.CI.6.2 did not represent an appropriate progression in skill complexity between grades five and seven. The sixth and seventh grade performance expectations have been revised as follows:

> RL.CI.6.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
>
> RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
>
> RL.CI.7.2. Determine a theme in a literary text (e.g. stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
>
> RI.CI.7.2. Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

41. **COMMENT:** The commenters asked why kindergarten performance expectation L.WF.K.1-2.7 in Foundational Skills: Writing Language appears in kindergarten when the knowledge of "consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess)" is usually placed in grade one to correspond with developmental appropriateness. **(704 and 744 through 749)**

RESPONSE: The Department has reviewed the inclusion of "consonant graphemes including qu, x, and –ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess)" at the kindergarten level and agrees that the skills outlined in L.WF.K.1.2-7 are developmentally appropriate at the first grade level. This performance expectation will remain in the grade one performance expectations (L.WF.1.2.B) and has been removed from kindergarten.

42. **COMMENT:** The commenter expressed support for the specificity of the phonological and phonemic awareness skills in the proposed NJSLS-ELA. **(100)**

RESPONSE: The Department appreciates the support.

43. **COMMENT:** The commenter requested that "global" be removed from the Vision for English Language Arts Education in New Jersey. The commenter stated that children need to be strong American citizens before they reach out to touch the globe. The commenter

also stated that "global" will make children uncomfortable calling themselves "Americans." **(64)**

RESPONSE: The Department's efforts to foster educational excellence and ensure equal access promotes student achievement, preparation for global competitiveness, and economic empowerment. The Department is committed to ensuring students' success in college, career, and post-secondary environments, wherever and however this engagement occurs. To demonstrate that commitment, the introduction to the Vision for English Language Arts Education in New Jersey has been revised to read: "A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities."

44. **COMMENT**: The commenter stated that pronouns and their use are more important than ever to students and inquired if the use of specific pronouns was overlooked in the proposed NJSLS-ELA, or if language about pronouns usage was purposefully omitted (including at L.SS.6.1). **(14)**

RESPONSE: The Department appreciates the inquiry. L.SS.6.1 requires that students "demonstrate command of the system and structure of the English language when writing or speaking." The performance expectation requires that students use pronouns in the proper case, that intensive pronouns (such as 'myself' and 'ourselves') are used correctly, that students recognize and correct inappropriate shifts in pronoun number and person, and that students and recognize and correct vague pronouns when it is unclear which word is being replaced. The performance expectation does not indicate which pronouns should be used when referring to people, or which pronouns people may choose for themselves. Instead, the performance expectation requires students to understand and use pronouns appropriately for the context, purpose, and audience when they are crafting written responses, according to the structural rules of the English language.

45. **COMMENT:** The commenter inquired where NJSLS-ELA L.1.4 and L.1.6 from 2016 are addressed in the proposed revisions to the NJSLS-ELA. **(25)**

RESPONSE: The Department appreciates the inquiry. NJSLS-ELA L.1.4 from 2016 has been changed to L.VL.1.2 in the proposed revisions to the NJSLS-ELA. L.1.6 from 2016 has been integrated into L.2.3A, as proposed, to provide clear differentiation between grade level skills.

46. **COMMENT:** The commenter inquired if a scope and sequence document exists for the proposed NJSLS-ELA. **(26)**

RESPONSE: The Department appreciates the comment and would like to clarify that each local education agency develops their own scope and sequence documents during their curriculum review and revision process. Scope and sequence documents are influenced by the locally determined instructional materials and their implementation.

47. **COMMENT:** The commenter stated that they have been teaching, working on curriculum articulation initiatives, and spearheading local implementation of state standards for many

years, and they stated that the proposed 2023 NJSLS-ELA are the closest to genuinely implementing critical thinking skills throughout the standards. **(27)**

RESPONSE: The Department appreciates the support.

48. **COMMENT:** The commenter cited mentions in the Reading Anchor Statements of students' abilities to discern information from text, make connections between ideas and texts, consider of a wider range of textual evidence, and be sensitive to textual inconsistencies, textual ambiguities, and poor textual reasoning in the proposed NJSLS-ELA and stated that these abilities are clearly directed toward advancing students' critical thinking, including the ability to make sense of a deluge of information. **(27)**

RESPONSE: The Department appreciates the support.

49. **COMMENT:** The commenter expressed appreciation for the clear implementation of critical thinking skills in the proposed NJSLS-ELA. **(26 and 28)**

RESPONSE: The Department appreciates the support.

50. **COMMENT:** The commenters requested that the proposed NJSLS-ELA be further amended to add a definition for informational text and language about citing sources for claims. **(30 and 57)**

RESPONSE: The Department appreciates the comment. The proposed 2023 NJSLS-ELA Reading and Writing standards performance expectations distinguish between literary text and informational text by including distinct knowledge and skills related to specific text types, features, and structures. Additionally, strands IW Informative and Explanatory Writing (IW), Writing Research (WR), and Sources of Evidence (SE) in the writing domain explicitly refer to citation of sources at developmentally appropriate levels. As the requested topics are already included in the proposed NJSLS-ELA, a definition for informational text and citing sources to support a claim will not be added. The Department is working closely with experts and practitioners to develop STAMP resources to support New Jersey's educators in implementing the NJSLS with clarity, which may include the cited topics.

51. **COMMENT:** The commenters requested the Department to add the phrase "with opportunities to read for pleasure" to the Vision for English Language Arts Education in New Jersey. **(30 and 57)**

RESPONSE: The Department appreciates the comment. The Vision for English Language Arts Education in New Jersey outlines the capacities that students will have upon completion of an English Language Arts education. The document states: "[Students will] learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace." The Department notes the requested additions already appear in the proposed NJSLS-ELA.

52. **COMMENT:** The commenters requested that language invoking the engagement of certified school library media specialists be added to the proposed 2023 NJSLS-ELA. **(30 and 57)**

RESPONSE: The Department appreciates the comment and the critical role certified school library media specialists play in schools. However, the NJSLS-ELA specify the knowledge and skills that are essential to prepare students for post-secondary success. It is beyond the scope of the NJSLS-ELA to invoke engagement of certified school library media specialists; therefore, this language will not be added to the proposed NJSLS-ELA.

53. **COMMENT:** The commenter thanked the Department for restructuring the proposed NJSLS-ELA into four domains (Reading, Writing, Speaking and Listening, and Language). The commenter stated that the domains will make it easier to integrate and approach information literacy in ELA instruction and will provide clarity to educators for implementation of the ELA standards. **(30)**

RESPONSE: The Department appreciates the support.

54. **COMMENT:** The commenter expressed appreciation for the proposed NJSLS-ELA vision statement. The commenter stated the language that a New Jersey education in ELA builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive global citizens will ensure equitable access to a high-quality education and will unite students, both of which will lead to a broader understanding of the world. The commenter also stated that the language regarding students evaluating the reliability, credibility, and perspective of authors and speakers across all forms of media will assist in infusing information literacy within the ELA standards, as appropriate. **(30)**

RESPONSE: The Department appreciates the support and recognizes the critical role of information literacy.

55. **COMMENT:** As a member of the education community, stated that she appreciated the opportunity to provide feedback on these important standards [NJSLS-ELA]. The commenter stated that the Department's commitment to engaging with educators, parents, and community members was a crucial step in creating standards that will benefit students. **(50)**

RESPONSE: The Department appreciates the commenter's feedback on the inclusive nature of the standards review process.

56. **COMMENT:** The commenter inquired about the rationale for the revisions to the NJSLS-ELA. **(42)**

RESPONSE: The Department appreciates the question. Pursuant to N.J.A.C. 6A:8-2.1(a)4, the State's academic standards must be reviewed and readopted every five years. In the Summer of 2022, several review panels comprising educators from across the state conducted research, discussed findings, and engaged in deliberations about how evidence

might inform revisions to the NJSLS-ELA. Writing teams and working groups developed formal recommendations for revisions based on their research and findings.

57. **COMMENT:** The commenter states that the proposed NJSLS-ELA should not include LGBTQ+ content. **(46)**

RESPONSE: The proposed NJSLS-ELA do not contain content specifically related to LGBTQ+ people or issues.

58. **COMMENT:** The commenters questioned why the Social Studies, Science and Technical Subjects English Language Arts Companion Standards for grades nine and 10 and grades 11 and 12 are being integrated into the reading and writing domains. The commenters stated that specific New Jersey Graduation Proficiency Assessment (NJGPA) results were correlated to the companion standards, and the elimination of the companion standards will no longer yield useful NJGPA data to assess student learning in reading and writing in social studies, science, and technical subjects. The commenters also objected to the responsibility for content- and discipline-specific instruction in reading and writing falling solely on ELA teachers. The commenters also stated that the change in alphanumeric coding in the proposed 2023 NJSLS-ELA will require curriculum revisions that will waste school districts' time and resources. **(13, 22, and 721)**

59. **RESPONSE:** The Social Studies, Science and Technical Subjects ELA Companion Standards for grades six through eight, nine and 10, and 11 and 12 delineated the skills required for students to successfully read and write in social studies, science, and technical subjects. The skills, which appeared in the 2016 NJSLS-ELA, were derived from the Common Core State Standards for ELA. The expert panel noted that the companion standards are frequently overlooked and not included in ELA curriculum because they were not included in the main body of the NJSLS-ELA. It is for these reasons that the 2023 NJSLS-ELA integrated the companion standards into the reading and writing domains. The revised alphanumeric coding assigned to each standard includes the abbreviated name of the strand being scaffolded, which was a recommendation from the expert panel of educators who reviewed the proposed performance expectations. As the proposed 2023 NJSLS-ELA will not be implemented until September 2024, school districts will continue to receive data relative to the companion standards from the 2022-2023 and 2023-2024 NJGPA.

60. **COMMENT:** The commenter noted that the Companion Standards for Reading and Writing in History, Social Studies, Science, and Technical Subjects were not updated. The commenter also suggested that standards related to collaborative discussions, informed discourse, and speaker's arguments should be met by the end of grade eight. **(47)**

RESPONSE: The Companion Standards for Reading and Writing History, Social Studies, Science, and Technical Subjects have been integrated in the reading and writing domains of the NJSLS-ELA in grades six through 12. The integration enabled the writing team to elevate and incorporate specific skills in the main body of the NJSLS-ELA. The integration eliminated concerns that the companion standards may have been overlooked or neglected in local curriculum.

The Department declines to add additional performance expectations related to collaborative discussions, informed discourse, and speaker's arguments because they are in the proposed speaking and listening performance expectations and are developed in increasing complexity from kindergarten through grade 12.

61. **COMMENT:** The commenter objected to the integration of the Companion Standards for Reading and Writing History, Social Studies, Science, and Technical Subjects into the reading and writing domains in grades six through 12, citing a need for contextualized, discipline-specific instruction in courses outside of ELA. **(68)**

RESPONSE: The Companion Standards for Reading and Writing History, Social Studies, Science, and Technical Subjects have been enhanced and included in the reading and writing domains in grades six through 12 to delineate specific skills that may have previously been overlooked or neglected in the separate set of companion standards. The 2020 NJSLS-Science's Scientific and Engineering Practices address claim investigation and argument, as well as ways of communicating information in science. Additionally, the 2020 NJSLS-Social Studies Disciplinary Practices include reading and writing knowledge and skills necessary for development of content knowledge.

62. **COMMENT:** The commenters asked how school districts know which NJSLS-Mathematics standards are to be taught in Algebra I versus Algebra II since the high school standards are organized into conceptual categories. **(2 and 705)**

RESPONSE: In collaboration with the Department, educators are developing the STAMP resources to support New Jersey's educators in implementing the NJSLS with clarity. The resources will include example scope and sequence documents for Algebra I and II.

63. **COMMENT:** The commenter requested that examples be included for each standard in the proposed NJSLS-Mathematics. **(12)**

RESPONSE: The Department appreciates the suggestion. However, including examples for each performance expectation would be problematic. Each school district adopts a curriculum, and this process provides flexibility to meet the needs of the school district's students. In collaboration with the Department, educators are developing the STAMP resources to support New Jersey's educators in implementing the NJSLS with clarity.

64. **COMMENT:** The commenter requested that standard 5.G.A.1 of the NJSLS-Mathematics be clarified. The commenter asked if the ordered pairs are only whole numbers. The commenter also asked how a fifth grader would find the amount of liquid in two beakers was distributed evenly without knowing the average (mean) or using manipulatives (see standard 5.MD.2). **(16)**

RESPONSE: The Department maintains that the language in the grade five NJSLS-Mathematics is necessary to convey nuanced distinctions across concepts and skills required of the grade, including 5.G.A.1.

5.DL.B.5, the new indicator for 5.MD.B.2 in the 2016 NJSLS-Mathematics, may be solved using manipulatives or may be solved by dividing a unit fraction by a whole number as described in a related grade 5 expectation.

In collaboration with the Department, educators are developing STAMP resources that will provide additional clarity. An overview for grade five, along with other grades and high school conceptual categories, also have been added to the NJSLS-Mathematics document. The overviews will support an understanding of the standards' organization and will summarize the concepts and skills of the grade.

65. **COMMENT:** The commenters welcomed the inclusion of standards that address money in earlier grades because the Common Core State Standards did not focus on money in any aspect and then included standards at later grades that incorporated assumptions about children's knowledge of the monetary system. **(18 and 722)**

RESPONSE: The Department appreciates the support.

66. **COMMENT:** The commenter supported decoupling the measurement and data domain but stated that it may not be necessary because data is collected through measurement. (**18**)

RESPONSE: The Department appreciates the support. In the 2016 NJSLS-Mathematics, numerical data were the result of measurement. The proposed 2023 NJSLS-Mathematics standards allow for data that are not numerical and not the result of measurement.

67. **COMMENT:** The commenter stated that separating the measurement and data domain could hurt more than help because educators will have to remember the Common Core State Standards code when looking for instructional resources. (52)

RESPONSE: Decoupling the measurement and data domain organizes the NJSLS-Mathematics into one category that addresses measurement and another distinct category that addresses data. A separate data literacy domain allows for the inclusion of data that is not the result of measurement and/or is not numerical. Working with non-numeric and non-measurable data is new and makes the separation of domains necessary. Revisions to the NJSLS indicators are often necessary as part of the standards review process. A plan to address revisions to indicators and to the expectations in the NJSLS are essential aspects of an LEA's curriculum development and resource adoption processes.

68. **COMMENT:** The commenter stated that the standards in the NJSLS-Mathematics' measurement and data literacy domain in grades two through five are repetitive and that the standards in the data literacy domain for grades three and four should be removed because the grades are very difficult years to complete all current grade-level standards. (52)

RESPONSE: The Department disagrees with the mathematics and data literacy domain in grades two through five are repetitive and that the grades are very difficult years to complete all current grade-level standards. The NJSLS-Mathematics related to measurement and data literacy in grades two through five are distinct, are necessary prerequisites for the standards in the next grade level and reflect a progression of learning

that is supported by research. Eliminating any of the NJSLS-Mathematics performance expectations related to data literacy would leave gaps in student understanding and students would be unprepared to meet the expectations of the next grade. Additionally, the NJSLS-Mathematics related to data literacy are a better foundation for middle grades' statistics and probability. In collaboration with the Department, educators are developing the STAMP resources support New Jersey's educators in implementing the NJSLS with clarity.

69. **COMMENT:** The commenter stated the grade five NJSLS-Mathematics related to data literacy standard bridge into grade six in an excellent way that was not previously demonstrated. The commenter also stated that the bridging should be added to the Summary of Changes. (52)

RESPONSE: The Summary of Changes currently indicates that the elementary data literacy standards lay the foundation for middle grades' statistics and probability. The Department finds that the current statement captures the commenter's sentiments.

70. **COMMENT:** The commenter recommended that the Department add to the NJSLS-Mathematics a standard that requires students in grade four to multiply single-digit numbers by multiples of 100 and 1,000. **(20)**

RESPONSE: Standard 4.NBT.B.5 states that students should be able to "Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers." Therefore, the commenter's suggestion is already in the fourth-grade standards and adding a new performance expectation would be redundant, which could create uncertainty about the meaning of the existing and new language.

71. **COMMENT:** The commenter stated that the following topics should not be included in the NJSLS-ELA and Mathematics: masturbation, anal sex, critical race theory, and environmental social governance. **(9)**

RESPONSE: The proposed NJSLS-ELA and Mathematics do not include any of the topics mentioned by the commenter.

72. **COMMENT:** The commenter stated that they are pleased with the new revisions to the NJSLS-ELA and Mathematics. They also stated that the new revisions are the closest yet to genuinely implementing critical thinking skills throughout the standards of Mathematics and English Language Arts. The commenter also urged the State Board to adopt the proposed revisions to the NJSLS-ELA and Mathematics to equip all of New Jersey students to fully understand and participate in shaping society. (**27**)

RESPONSE: The Department appreciates the support.

73. **COMMENT:** The commenters expressed support for the inclusion of data literacy in the proposed NJSLS-Mathematics. (**27, 134, and 722**)

RESPONSE: The Department appreciates the support.

74. **COMMENT:** The commenter inquired about the rationale for the revised NJSLS-Mathematics when the old standards have not been met. (**42**)

RESPONSE: Pursuant to N.J.A.C. 6A:8-2.1(a) 4, the State's academic standards must be reviewed and readopted every five years. Standards are revised to improve their clarity and to be responsive to academic research.

75. **COMMENT:** The commenter recommended replacing "dollars" with "bills" in the kindergarten and grade one NJSLS-Mathematics. (**52**)

RESPONSE: The Department agrees that more precise language is appropriate and replaced "dollars" with "dollar bills" in performance expectations K.M.B.3 and 1.M.C.4 that address money.

76. **COMMENT:** The commenter recommended revising the Kindergarten NJLSLS-Mathematics that address money to include larger monetary denominations (i.e. $5, $10, $20, $50 and $100) and to include making monetary exchanges. The commenter also suggested removing work with coins until grade one. (**52**)

RESPONSE: The Department maintains that the proposed kindergarten and grade one performance expectations regarding money are appropriate. The commenter's recommendation requires an understanding of equivalence and use of dollar bills that is not developmentally appropriate for kindergarteners. Consistent use of discrete objects to represent a number is required as kindergarten students develop cardinality and making monetary exchanges would be a departure. Therefore, using equivalence to show monetary values in multiple ways is introduced in grade one. Coins also are introduced in Kindergarten, so students recognize coins and state their values before using value to make monetary exchanges in grade one.

77. **COMMENT:** The commenter recommended revisions to the Summary of Changes to NJSLS Mathematics to replace "Students are expected to solve word problems without knowing the comparative values of coins and all dollars" with "The standards did not explicitly call for students to learn the values of coins and bills, or to compare their values." (**52**)

RESPONSE: The Department agrees that the 2016 NJSLS-Mathematics did not explicitly call for students to learn the values of coins and dollar bills. The Summary of Changes has been revised to replace "Students are expected to solve word problems without knowing the comparative values of coins and all dollars" with "Grade 2 students were expected to solve these word problems without being introduced to coins, bills, and their comparative values at an earlier grade."

78. **COMMENT:** The commenter recommended rewriting NJSLS-Mathematics 3.NF.A.3b to state: "Use a visual model to determine whether two fractions are equivalent or to generate an equivalent fraction." The commenter also suggested that the clarification statement for 3.0A.D.8 be amended to read " Understand that we read and write the symbols x and ÷ with priority over + and – because X and ÷ are more "advanced;" read and write parentheses to show groups of symbols that represent a single value. This standard is

limited to problems posed with whole numbers and having whole number answers within 1,000." (**52**)

RESPONSE: 3.NF.A.3 requires students to compare fractions by reasoning about their size. 3.NF.A.3b requires students to both recognize and generate simple equivalent fractions. Additionally, students may use a visual model to support their explanations for why the fractions are equivalent. In collaboration with the Department, educators are developing the STAMP resources to support New Jersey's educators in implementing the NJSLS-Mathematics with clarity and to ameliorate misunderstandings regarding the performance expectations.

The Department declines to revise the clarification statement for 3.0A.D.8 because order of operations, use of parentheses in numerical expressions is an expectation in grade five and not grade three.

79. **COMMENT:** The commenter stated that enhanced rational and irrational number expectations are not included in grades six and seven as indicated in the Summary of Changes. Therefore, the commenter recommended adding a grade seven standard indicating that students know, from memory, squares of whole numbers up to 16 and find unknown bases of squares. (**52**)

RESPONSE: The Department has provided a crosswalk between the 2016 in the Summary of Changes to clarify that the enhanced expectations are in grade eight. The Summary of Changes has been revised to include the following: "The clarifications include enhanced rational and irrational number expectations in grade 8 to ensure more comprehensive work with rational and irrational numbers prior to Algebra 1."

80. **COMMENT:** The commenter expressed support for the proposed revisions that specify use of the substitution method to solve systems of equations in 8.EE.C.8b. (**52, 134**)

RESPONSE: The Department appreciates the support.

81. **COMMENT:** The commenter expressed support for the revisions to the NJSLS-Mathematics high school standards that are designated as "plus standards" and noted that the approach aligns well with other programs, e.g., college testing and the new Advanced Placement Precalculus course. (**52**)

RESPONSE: The Department appreciates the support.

82. **COMMENT:** The commenter recommended that the Department add in algebraic radicals a clarifying statement that that the use of absolute value when simplifying algebraic radicals is not required in Algebra 1. (**52**)

RESPONSE: The Department disagrees and will not add the clarifying statement. The NJSLS-Mathematics high school standards are organized into conceptual categories rather than courses (e.g., Algebra 1, Algebra 2 or Geometry). Each LEA develops its own courses and scope and sequence documents during the curriculum review and revision process. Each LEA decides whether the use of absolute value when simplifying algebraic radicals

is included in an Algebra 1 course. In collaboration with the Department, educators are developing the STAMP resources to support New Jersey's educators in implementing the NJSLS with clarity.

83. **COMMENT:** The commenter recommended retaining "fluently" throughout the NJSLS-Mathematics because the word is common in mathematics education literature and resources and "efficiency" could be misinterpreted. (**52, 134**)

RESPONSE: The Department disagrees with this comment. Taken together, accuracy and efficiency convey critical components of fluency. Including accuracy and efficiency within each fluency standard is necessary to emphasize the importance of accuracy and efficiency and to de-emphasize the notion of speed. The Department has added "accuracy," "efficiency," and "fluency" to the glossary in the appendix of the NJSLS-Mathematics document.

84. **COMMENT:** The commenter expressed support for the section "A Note on Data Literacy" in the introduction to the NJSLS-Mathematics. The commenter liked the new NJSLS-Mathematics related to data literacy in kindergarten through grade two but recommended maintaining the Measurement and Data domain in grades three, four and five. (**52**)

RESPONSE: The Department appreciates the support for "A Note on Data Literacy." The Department maintains that the decoupling the NJSLS-Mathematics related to data literacy are a better foundation for middle grades' statistics and probability.

85. **COMMENT:** The commenter stated that the elementary mathematics concepts seem very age appropriate. (**111**)

RESPONSE: The Department appreciates the support.

86. **COMMENT:** The commenters supported that there are not too many big changes in the revised NJLSLS-Mathematics. (**112 and 114**)

RESPONSE: The Department appreciates the support.

87. **COMMENT:** The commenter expressed surprise regarding the replacement of "fluency" with "accuracy" and "efficiency" in the NJSLS-Mathematics kindergarten to grade seven standards regarding fluency. The commenter stated that educators strive for fluency and have always wanted students to be efficient and accurate. Therefore, the commenter stated that the changes in language are not necessary. (**115, 722)**

RESPONSE: Taken together, accuracy and efficiency convey critical components of fluency in the NJSLS-Mathematics from Kindergarten through grade seven. Including accuracy and efficiency is necessary to consistently focus educators on the importance of accuracy and of an efficient strategy in meeting the standard.

88. **COMMENT:** The commenter expressed support for kindergarten standard K.M.B.3 and grade one standards 1.M.C.4 and 1.M.C.5 that address money. (**115, 116 and 134**)

RESPONSE: The Department appreciates the support.

89. **COMMENT:** The commenter asked why the NJSLS-Mathematics keep changing and why changes are made if the standards are working. (**117**)

RESPONSE: Pursuant to N.J.A.C. 6A:8-2.1(a)4, the process for review of academic standards must be undertaken and standards readopted every five years.

90. **COMMENT:** The commenter expressed surprise that the NJSLS-Mathematics standard for adding and subtracting fluently within 20 was removed. (**108**)

RESPONSE: 2.OA.B.2 (fluently add and subtract within 20 using mental strategies) has not been removed. It has been revised to state "With accuracy and efficiency, add and subtract within 20 using mental strategies." Throughout the NJSLS-Mathematics in K-7, "fluently" is replaced with "with accuracy and efficiency.

Taken together, accuracy and efficiency convey critical components of fluency. Including accuracy and efficiency within each fluency standard is necessary to consistently focus educators on the importance of accuracy and the importance of an efficient strategy in meeting the standard.

91. **COMMENT:** The commenter expressed support for the proposed revisions that will result in students being asked to use drawings or objects to explain mathematical reasoning instead of using words. (**108**)

RESPONSE: The expectation that students communicate mathematical reasoning using words has not changed. This is evident in the standard for mathematical practice six, 2.NBT.B.9, 3.OA.D.9, and 5.NBT.A.2.

Students also are required to support their explanations with objects or drawings in the NJSLS-Mathematics 2.NBT.B.9, 4.NF.A.1, and 5.NBT.B.6. They are not new expectations or revisions to the NJSLS-Mathematics.

92. **COMMENT:** The commenters expressed support that not much was added to the NJSLS-Mathematics. (**117 and 118**)

RESPONSE: The Department appreciates the support.

93. **COMMENT:** The commenter expressed support that there were not any major changes to the NJSLS-Mathematics. The commenter also anticipated that students would enjoy the NJSLS-Mathematics in the new data literacy domain. The commenter expressed appreciation that the revised NJSLS-Mathematics require students to look at and interpret numbers and data at younger ages rather than to learn even more. (**119**)

RESPONSE: The Department appreciates the support.

94. **COMMENT:** The commenter expressed support for money being introduced in grade one, which they stated is a good opportunity to introduce it in preparation for grade two. (**120**)

RESPONSE: Money is introduced in Kindergarten by having students recognize money and identify the value of coins and a dollar bill. The grade one NJSLS-Mathematics that address money build upon the Kindergarten expectations.

95. **COMMENT:** The commenter supported the replacement of "fluency" with "with accuracy and efficiency" throughout the NJSLS-Mathematics for K-7. (**121**)

RESPONSE: The Department appreciates the support.

96. **COMMENT:** The commenter expressed support for the cross-curricular connections in the NJSLS-Mathematics. The commenter stated that mathematics teachers have the ability to make some of the real-world connections that are more applicable to students' cultural or environmental concerns. (**113**)

RESPONSE: The Department appreciates the support.

97. **COMMENT:** The commenter asked whether "data-based" in standard 4.DL.A.1 in the NJSLS-Mathematics is synonymous with "statistical." (**150**)

RESPONSE: In this context, the terms are synonymous. "Data-based" is utilized in the elementary setting because it is developmentally appropriate. More formal mathematics terms such as "statistics" and "variability" are introduced in grade six.

98. **COMMENT:** The commenter questioned whether grade five educators know what is meant by "clean data" in standard 5.DL.A.3 in the NJSLS-Mathematics. (**150**)

RESPONSE: 5.DL.A.3 (Collect and clean data to be analyzable (e.g., make sure each entry is formatted correctly, deal with missing or incomplete data) includes examples of ways that data can be cleaned. In collaboration with the Department, educators are developing the STAMP resources to support New Jersey's educators in implementing the NJSLS with clarity

99. **COMMENT:** The commenter recommended adding "bar graph" to standard 5.DL.A.4 in the NJSLS-Mathematics because it indicates a way to represent categorical data. (**150**)

RESPONSE: The Department agrees with the recommendation. 5.DL.A.4 has been revised to read as follows; "Using appropriate visualizations (i.e., double line plot, double bar graph), analyze data across samples."

100. **COMMENT:** The commenter stated that including political issues in the proposed NJSLS-Mathematics is harmful to children. **(84)**.

RESPONSE: The proposed 2023 NJSLS-Mathematics contain the mathematics concepts and skills required for student success in post-high school engagement, including college and career settings. Political content is not included in the NJSLS-Mathematics.

101. **COMMENT:** The commenter questioned why "line plot" is used in grades three through five and "dot plot" is used in grade six. (**150**)

RESPONSE: As indicated in the glossary for the NJSLS-Mathematics, ”Dot plot” and “line plot” are synonymous. The Department included tables, definitions and “Sample of Works Consulted.” “Sample of Works Consulted,” contains citations for the research that informed the 2023 NJSLS-Mathematics.

102. **COMMENT:** The commenter provided a list of undefined terms, theorems, constructions, formulae, postulates, axioms, and applications that should be included in the NJSLS-Mathematics related to geometry. (**703**)

RESPONSE: The NJSLS-Mathematics include undefined terms at standard G.CO.A.1, select theorems at standards G.CO.C.10 and G.CO.C.11, and constructions at G.CO.D.12. Geometric terms are included as early as grade four with the introduction of line segments, rays, perpendicular and parallel lines and in grade five with the expectation that students classify two-dimensional figures in a hierarchy at standard 5.G.B.4. Expectations for the use of geometric formulae are included at NJSLS-Mathematics standards 6.G.A.2, 8.G.B.7, 8.G.B.8 and 8.G.B.9, and culminate in the application of geometric concepts in modeling situations at standards G.MG.A.1, G.MG.A.2 and G.MG.A.3.

While geometric terms are referenced throughout kindergarten through grade eight in the geometry domain and in the geometry conceptual category of the NJSLS-Mathematics for high school, the standards do not provide definitions for all terms that a student might encounter. The Department declines to include the other material that the commenter provided, such as axiom and postulate statements, applications, and a list of terms to be defined because they would comprise curriculum. Each school district develops a curriculum and selects instructional resources, thereby providing flexibility to meet the needs of the school district’s students.

103. **COMMENT:** The commenter noticed typographical errors in K.DL.A.1 (cloudy day), 2.OA.A.1 (would an), 3.MD.C.6 (sense of the how), 3.NF.A.3c (of), 4.OA.A.3 (multistep), and S.ID.A.1(my) in the proposed NJSLS-Mathematics. **(705)**

RESPONSE: The Department has made the identified corrections. K.DL.A.1 has been revised to replace “cloudy day” with “cloudy days”. 2.OA.A.1 has been revised to replace “would an” with “would be an”.3.M.C.6 has been revised to replace “sense of the how” with “sense of how”. 3.NF.A.3c has been revised to replace “of” with “on”. 4.OA.A.3 has been revised to replace “multistep” with “multi-step”. S.ID.A.1 has been revised to replace “my“ with “may”.

104. **COMMENT:** The commenter that the glossary that is referenced at standard 3.MD.A.2 is not included in the proposed NJSLS-Mathematics. **(705)**

RESPONSE: The Department appreciates the comment and has added a glossary, tables and updated Sample of Works Sampled in the NJSLS-Mathematics document.

105. **COMMENT:** The commenter suggested including interpreting remainders in grades five and six because it was included in grade four at NJSLS-Mathematics standard 4.OA.A.3. **(705)**

RESPONSE: The Department disagrees that interpreting remainders should be repeated in grade five. While grade four standards in the operations and algebraic thinking domain require students to solve multi-step word problems and to interpret remainders, the focus of the domain shifts to working with numerical expressions and analyzing patterns in grade five. Interpreting remainders is not appropriate in fifth grade. Division in the grade five number and base ten domain does not include word problems, so interpreting the remainder is also not applicable in fifth grade.

106. COMMENT: The commenter recommended including details from an NJSLA evidence statement in the proposed NJSLS-Mathematics. **(705)**

RESPONSE: Evidence statements will be developed following the adoption of the NJSLS for ELA and Mathematics. Evidence statements are used in the development of the NJSLA and NJGPA and in the analysis of assessment item performance. Evidence statements have never been included in the NJSLS for ELA or Mathematics.

107. COMMENT: The commenter requested a clarification regarding the difference between "fluently" and "with accuracy and efficiency." **(705)**

RESPONSE: The commenter requested a clarification regarding the difference between "fluently" and "with accuracy and efficiency." The Department added "accuracy," "efficiency," and "fluency" to the glossary in the appendix of the NJSLS-Mathematics document.

108. COMMENT: The commenter recommended including a list of three-dimensional shapes for standard 6.G.A.4. **(705)**

RESPONSE: The Department included an example of the types of three-dimensional shapes in standard 6.G.A.4. The performance expectation has been revised and reads as follows:

> 6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles (e.g., pyramid, triangular prism, rectangular prism), and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

109. COMMENT: The commenter asked that the Department provide a list of tools to use strategically for standard 7.EE.B.3 of the NJSLS-Mathematics. **(705)**

RESPONSE: The Department declines to make the suggested change. The tools required to solve a problem depends on the local curriculum. Each school district adopts a curriculum and selects instructional resources, which provides flexibility to meet the needs of the school district's students.

110. COMMENT: The commenter asked whether there are any limits on how large the numbers and exponents can be for standard N.RN.A.3 of the NJSLS-Mathematics. **(705)**

RESPONSE: There are no limits for standard on how large the numbers and exponents can be for N.RN.A.3.

111. **COMMENT:** The commenter requested that the Department include the date and "Draft" or "Proposed" as a watermark on each page of the proposed 2023 NJSLS-Mathematics technical document. The commenter stated that it is expected that a new date will be assigned to each new revision, as well as a new identification such as "proposed first revision" on subsequent revisions. **(711)**

RESPONSE: The Department declines to include the date and "Draft" or "Proposed" as watermarks on each page of the proposed 2023 NJSLS-Mathematics technical document because the Department produces two versions of the NJSLS-Mathematics and their appearance is distinctly different. The Department shared a draft of the 2023 NJSLS-Mathematics technical document with the State Board of Education and the public in April 2023. The document uses bold font and brackets to identify deletions and edits. This is the only draft that is shared for public comment. The other version of the document is the final version that is adopted by the New Jersey State Board of Education. This document does not include bold text or brackets, distinguishing it from the draft.

112. **COMMENT:** The commenter suggested that the proposed 2023 NJSLS-Mathematics technical document include a glossary similar to that of the prior version of the NJSLS-Mathematics. **(711)**

RESPONSE: The Department added a glossary, tables, and an updated Sample of Works Sampled in the NJSLS-Mathematics document.

113. **COMMENT:** The commenter noted that a space is needed in between the number seven and the degree symbol on page 41 of the NJSLS-Mathematics document. **(711)**

RESPONSE: The Department has resolved the error.

114. **COMMENT:** The commenter stated that separating the measurement and data domain is unnecessary because educators will have to remember the prior indicator when searching for resources and that new standards in the domain could simply be added to the end of the domain. (**722**)

RESPONSE: The decoupling of the measurement and data domain organizes the NJSLS-Mathematics into one category that addresses measurement and another distinct category that addresses data. A separate data literacy domain allows for the inclusion of data that is not the result of measurement and/or is not numerical. Working with non-numeric and non-measurable data is new and makes the separation of domains necessary. Revisions to the NJSLS indicators are often necessary as part of the standards review process. A plan to address revisions to indicators and to the expectations in the NJSLS are essential aspects of an LEA's curriculum development and resource acquisition processes.

115. **COMMENT:** The commenter supported the inclusion of data literacy in the NJSLS-Mathematics as a significant step toward equipping students with essential skills for a data-

driven world. The commenter also supported the emphasis on accuracy and efficiency in the K-7 NJSLS-Mathematics related to fluency because it supports students in learning the importance of precision in mathematical calculations. **(725)**

RESPONSE: The Department appreciates the support.

116. COMMENT: The commenter supported the inclusion of data literacy in the NJSLS-Mathematics and the updates to the grade four and grade five standards. The commenter stated that the revisions represent a significant advancement in integrating data science concepts into curriculum and equipping young learners with foundational data literacy skills. The commenter also emphasized the importance of data science education in preparing students and expressed appreciation for the rigorous and research-based standards. **(726)**

RESPONSE: The Department appreciates the support.

117. COMMENT: The commenter supported the climate change examples in the NJSLS-ELA and Mathematics in kindergarten through grade five because the examples create additional opportunities for students to engage in foundational science and civics learning that are critical to their future success in science, technology, engineering, and mathematics (STEM) classes, potential STEM careers, and as active citizens. **(31)**

RESPONSE: The Department appreciates the support.

118. COMMENT: The commenter stated that the inclusion of the climate change examples in the proposed NJSLS-ELA creates additional opportunities for students to engage in authentic science and civics learning. **(74)**

RESPONSE: The Department appreciates the support.

119. COMMENT: The commenter supported the inclusion of the climate change examples in various content areas in the proposed NJSLS-ELA and Mathematics because educating youth about climate change issues is imperative so students know the facts that will provide the basis for having intelligent discussions and proposing actions for combatting climate change as students reach adulthood. **(41 and 330)**

RESPONSE: The Department appreciates the support.

120. COMMENT: The commenter stated that the climate change examples in the proposed NJSLS-ELA and Mathematics provide a framework for teachers to ensure that climate change is not simply an add-on topic and is not inappropriately complex. **(53)**

RESPONSE: The Department appreciates the support.

121. COMMENT: The commenter supported the inclusion of the climate change examples in the proposed NJSLS-ELA and Mathematics because it is important that students learn about climate change and ways that the effects of climate change can be reduced in the future. **(55, 62, 102, 326, and 725)**

RESPONSE: The Department appreciates the support.

122. COMMENT: The commenter commended New Jersey for including widely accepted science in the climate change examples in the proposed NJSLS-ELA and Mathematics. **(61 and 123)**

RESPONSE: The Department appreciates the support.

123. COMMENT: The commenter stated that educating students about the causes impacting the environment and climate is important to prepare students for the likely changes of unprecedented migrations of populations, food insecurity, and grief from heat-related deaths. **(62)**

RESPONSE: The Department appreciates the support.

124. COMMENT: The commenter supported the climate change examples in the proposed NJSLS-ELA because exploring climate change through literature can help students develop greater empathy, deepen their sense of responsibility for the environment and each other, and better understand the social and environmental justice issues at stake. The commenter also supported the climate change examples in the proposed NJSLS-Mathematics because integrating climate change into mathematics lessons can help students develop critical thinking skills as they learn to analyze data, evaluate evidence, and make informed decisions to solve complex, real-world problems. **(63)**

RESPONSE: The Department appreciates the support.

125. COMMENT: The commenters stated that climate change is a multifaceted problem requiring multi-disciplinary solutions, and students should have the infrastructure to engage with the problem through all possible lenses. **(62, 66, 73, 80, 97 and 137)**

RESPONSE: The Department appreciates the comment.

126. COMMENT: The commenter supported the climate change examples in NJSLS-ELA and Mathematics because climate change issues do not occur in silos and need to be covered in all subjects. **(69)**

RESPONSE: The Department appreciates the support.

127. COMMENT: The commenter agreed with the inclusion of the climate change examples in various content areas in the proposed NJSLS-ELA and Mathematics because of the observable effects of climate change in New Jersey and the inclusion of climate and environmental topics in higher education coursework. **(70)**

RESPONSE: The Department appreciates the support.

128. COMMENT: The commenters supported the addition of climate change examples in the proposed NJSLS-ELA and Mathematics because the topic is relevant to students' communication, literacy, interpretation, and analysis skills. **(71, 72, 79, 82 and 88)**

RESPONSE: The Department appreciates the support.

129. COMMENT: The commenters supported the addition of the climate change examples in the proposed NJSLS-ELA and Mathematics because it marks a significant step toward equipping New Jersey students with the knowledge, skills, and critical thinking abilities required to comprehend, analyze, and address complex global issues. **(75-78, 81,92 and 140)**

RESPONSE: The Department appreciates the support.

130. COMMENT: The commenters supported the addition of climate change examples in the proposed NJSLS-ELA and Mathematics because students will bear the greatest impact of climate change in their lifetimes. **(79, 80, 88, 89, 90 and 91)**

RESPONSE: The Department appreciates the support.

131. COMMENT: The commenter supported the addition of climate change examples in the proposed NJSLS-ELA and Mathematics because students need to learn facts from trusted and vetted sources. **(79, 82 83, 86, 87, 144, 145, 146, 147 and 150)**

RESPONSE: The Department appreciates the support.

132. COMMENT: The commenter supported the addition of the climate change examples in the proposed NJSLS-ELA and Mathematics because a thorough understanding of climate change helps to allay students' fears about the topic by allowing them to tackle challenges and craft solutions. **(80, 91, 133)**

RESPONSE: The Department appreciates the support.

133. COMMENT: The commenter emphasized the central importance of climate change education. The commenter stated that the changing environment affects the delivery of healthcare and every other aspect of life. The commenter also stated that hiding this fact from young students does a massive disservice to them and to society. **(99)**

RESPONSE: The Department appreciates the support.

134. COMMENT: The commenters expressed displeasure with a small, but vocal, group that is trying to eliminate climate change from the NJSLS-ELA and Mathematics. The commenters stated that climate change is real, and it causes many disasters globally and in New Jersey. **(123, 124, 142, 329, and 723)**

RESPONSE: The Department appreciates the support.

135. COMMENT: The commenter supported the inclusion of climate change examples in the proposed NJSLS-Mathematics. The commenter stated that it is important to discuss climate change across all subjects, including mathematics. (**119**)

RESPONSE: The Department appreciates the support.

136. **COMMENT:** The commenter objected to the addition of a note on the inclusion of climate change opportunities. However, they were pleased that it says "may" and not "shall". They also stated that teachers need to know that the examples are not required content. (**67**)

RESPONSE: The Department appreciates the feedback. The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

COMMENT: The commenter agreed with the inclusion of the climate change examples in various content areas in the proposed 2023 NJSLS-ELA and Mathematics because they will help students who are vulnerable to mis- and disinformation about climate change from tech companies and social media platforms. **(6)**

RESPONSE: The Department appreciates the support.

137. **COMMENT:** The commenter stated that they agreed with the inclusion of climate change examples in various content areas in the proposed 2023 NJSLS-ELA and Mathematics because New Jersey is uniquely vulnerable to the effects of climate change. **(6)**

RESPONSE: The Department appreciates the support.

138. **COMMENT:** The commenter stated that they supported the inclusion of climate change examples in various content areas in the proposed 2023 NJSLS-ELA and Mathematics because education around climate change issues can help students develop critical thinking skills without cultivating fear and despair. **(6)**

RESPONSE: The Department appreciates the support.

139. **COMMENT:** The commented stated that New Jersey is climate emergency ground zero and they wrote to express strong support for NJ's inclusion of ELA and Math in compliance with K-12 climate change standards change. **(96, 98, 125, 126, 127, and 331- 340)**

RESPONSE: The Department appreciates the support.

140. **COMMENT:** The commenters stated that young people need to know what is happening in the world around them. They also stated that students should have some understanding of the reasons the weather is changing and that some information on what we can do about it. The commenters also stated that should also know that we are not entirely helpless in face of threats to our and other species. **(342-701)**

RESPONSE: The Department appreciates the support.

141. **COMMENT:** The commenter stated that New Jersey made history nearly three years ago as the first state in the nation to incorporate climate change across our K-12 learning standards, and they enthusiastically supported continuing this historic achievement by

ensuring that the remaining two content standards—English Language Arts and Mathematics—follow suit.

The commenter stated that climate change remains a long-term threat facing humanity that will affect every aspect of life. New Jersey has a responsibility to leave the world a better place for future generations and give students tools to tackle issues ahead. New Jersey is already on a path to 100 percent clean energy by 2035, and the inclusion of climate change education across all K-12 learning standards will prepare and empower students to lead our future green economy.

They thanked the Department for considering the inclusion of climate change education in New Jersey's English Language Arts and Mathematics standards. **(128)**

RESPONSE: The Department appreciates the support.

142. **COMMENT**: The commenter expressed appreciation for the inclusion of impact of climate change on agriculture in NJSLS-Mathematics Standard 5.NF.B.7c. **(150)**

RESPONSE: The Department appreciates the support.

143. **COMMENT:** The commenters stated that the inclusion of climate change in K-12 curricula is groundbreaking, and they were excited to see this implemented in school lesson plans and to have students use applied thinking to the greatest environmental challenge humanity faces.

In addition, they stated that the inclusion of climate change in science, arts, and humanities lesson plans and curricula is a monumental and necessary shift in the way we educate our future leaders. Embedding climate change across disciplines will help this generation of students understand the impacts the climate crisis has on people and the planet and allow them to find creative innovative solutions to the climate crisis.

The commenters further stated that climate change is a problem that impacts those most vulnerable, largely along lines of color, which makes the inclusion of environmental and climate justice integral when talking about climate change. While it is great to see the inclusion of environmental justice in the arts and humanities standards, environmental justice should be more greatly intertwined into these curricula, as there are real world, in-state examples that must be named and tied back to climate change. They encouraged the administration to go further in discussing environmental justice and equity in the climate crisis with our future leaders to ensure that equity is built into a sustainable future.

In conclusion, the commenters stated that it was groundbreaking to have climate change included in K-12 curricula and they were excited to see this implemented in school lesson plans and to have students use applied thinking to the greatest environmental challenge humanity faces. **(155 through 325, 327, 328, 342 through 701, and 724)**

RESPONSE: The Department appreciates the support and agrees that environmental justice is integral to understanding the climate change.

144. **COMMENT:** The commenter supported the inclusion of climate change – a crucial issue – and many of the specific ideas but expressed concerns about the way it has been proposed. The commenter stated that the upper grades require a deeper understanding of science principles than mathematics teachers possess and that science teachers may be better equipped to handle such content. The commenter also stated that global warming overshadowed the mathematics-focused part of the 2017 article "Few and Not So Far Between: A Meta-analysis of Climate Damage Estimates" and that the text is missing other connections that could be made. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

145. **COMMENT:** The commenter objected to the inclusion of the climate change examples in the proposed NJSLS-ELA because it places indoctrination above education. The commenter also objected to the inclusion of the climate change examples in the proposed NJSLS-Mathematics because it is associated with a political agenda, appears more frequently than algebra or division, and is divisive. **(29)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

COMMENT: The commenter objected to the inclusion of climate change and the effect on farming due to climate change in the NJSLS-Mathematics and ELA. The commenter stated that the topics belonged in science. **(56)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

146. **COMMENT:** The commenter objected to including references to climate change in NJSLS-ELA and Mathematics because it encourages activism and advocacy, which the commenter stated is not a fair and balanced approach to the subject of climate change. **(60)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

147. **COMMENT:** The commenter objected to the inclusion of climate change in the proposed NJSLS-ELA and Mathematics because the topic is an activist theory that is frightening and indoctrinating to children. **(64)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

148. **COMMENT:** The commenter supported the inclusion of climate change at the high school level only. The commenter stated that the inclusion of climate change is an attempt at indoctrination, as opposed to education, because it is included at every grade level and presented as "climate change advocacy." The commenter stated that framing the 2017 article "Few and Not So Far Between: A Meta-analysis of Climate Damage Estimates" in A.CED on p. 61 as "a good source for background information" is biased and one-sided. The commenter urged the Department to incorporate a more balanced, unbiased perspective of climate change in the NJSLS-Mathematics for high school. **(11)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

149. **COMMENT:** The commenter stated that, in many cases, the climate change examples overshadow mathematics and that this could lead to emphasis issues. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

150. **COMMENT:** The commenter stated that schools should decide which educators will teach global warming and in which classes it will be taught. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

151. **COMMENT:** The commenter stated that rewriting many of the NJSLS-Mathematics to include climate change creates a disconnect from existing standards-aligned resources in a major way, unlike any of the other proposed changes to the NJSLS-ELA and Mathematics. The commenter expressed concern that textbook publishers that offer climate change

resources for mathematics will provide only supplements. The commenter also stated that it would be better if New Jersey drafts standards correctly the first time. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

152. **COMMENT:** The commenter objected to the references to climate change in the proposed NJSLS-ELA because they are an attempt at indoctrination of children. **(10)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

153. **COMMENT:** The commenter objected to including references to climate change in the NJSLS-ELA and Mathematics. **(8)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

154. **COMMENT:** The commenters objected to including references to climate change in the NJSLS-Mathematics and ELA because it is politically based and does not need to be included. **(16 and 705)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

155. **COMMENT:** The commenter stated that the method in which the technical revisions include climate change opportunities is a political agenda and that climate change, global warming, and weather pattern alterations are scientific concepts that have very tangible connections to mathematics. The commenter questioned whether, under different leadership, the Department would be making these same revisions based upon research and best practices in mathematics education and child development. **(18)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide

support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

156. **COMMENT:** The commenter stated that investigating global interconnections between human and physical systems, as it appears in the climate change example in grade one NJSLS-Mathematics standard 1.OA.A.1, seems grossly out of touch for teachers and parents to support in the context of addition and subtraction. **(18)**

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

157. **COMMENT:** In reference to NJSLS-Mathematics standard 2.DL.B.4, the commenter stated that students in second grade should not be expected to make the connection that such a broad idea as climate change could be affecting plants growing on the windowsill of their classroom. The commenter also stated that children are not found to understand long-term consequences until about age 13. **(18)**

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

158. **COMMENT:** The commenter stated that the climate change examples miss other connections that could be made. The commenter also stated that people will construe any omission as not needing to worry about global warming in the NJSLS-Mathematics even if this is not the intention. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

159. **COMMENT:** The commenter noticed a typographical error in the climate change example for KOA.A.2 (cloudy day instead of the plural form, cloudy days) in the proposed NJSLS-Mathematics.

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

160. **COMMENT:** The commenter stated that weather needs to be looked at over a longer period in response to the example in NJSLS-Mathematics K.OA.A.2 regarding students monitoring and documenting the daily weather. (**54**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

161. **COMMENT:** The commenter stated that the Department should determine what is most appropriate for the New Jersey Student Learning Assessments (NJSLA) in mathematics versus science and whether climate change is just a great culminating experience for students in June after the NJSLA. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

162. **COMMENT:** The commenter stated that climate change is a massive issue at present, but that the Department may want to create a framework that allows connection to other monumental issues (e.g., racism, poverty, health, etc.) in the future. (**52**)

RESPONSE: The Department supports and encourages the use of authentic curriculum relevant to students. The Department's New Jersey Student Learning Standards website provides a wide range of resources that can be used to develop curricula, facilitate professional learning, and engage community stakeholders in conversations on incorporating diversity and inclusion throughout the kindergarten through 12th grade learning environment.

163. **COMMENT:** The commenter stated that it will be challenging to find data problems based on burning coal and oil, deforestation, and increasing livestock farming for the climate change examples in the NJSLS-Mathematics for grade seven. (**118**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

164. **COMMENT:** The commenter stated that the climate change example in the NJSLS-Mathematics for grade five repeats and includes the suggestion of an agriculture connection that seems like a far reach for fifth grade students to understand. The commenter also stated that the climate change example for 6.SP.4 also seems like a far reach for students to understand. **(113)**

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

165. **COMMENT:** The commenter expressed surprise that educators are expected to teach about political topics like climate change in a mathematics class. The commenter stated that the inclusion of this political climate change agenda will be the biggest challenge. (**122**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

166. **COMMENT:** The commenter stated that the biggest challenge will be to integrate the climate change issues in the proposed NJSLS-Mathematics into lessons. The commenter also stated that mathematics resources do not include climate change. (**120 and 121**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

167. **COMMENT:** The commenter questioned if others commenters find the repeated references to climate change in the proposed NJSLS-Mathematics to be troubling. **(29)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

168. **COMMENT:** The commenter expressed surprise at the number of times that applying data based on climate change is specified in the proposed NJSLS-Mathematics. (**118**)

RESPONSE: The examples have been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

169. **COMMENT:** The commenter asked why the new climate change examples in the proposed NJSLS-Mathematics cannot be implemented in science curriculum. The

commenter stated that mathematics departments in schools already have to vast material to cover. (**118**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

170. COMMENT: The commenter stated that climate change examples in the upper grades require deeper understanding of science principles than many mathematics teachers possess and that science teachers at some schools may be better suited to handle much of this content. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

171. COMMENT: The commenter stated that the inclusion of climate change in the NJSLS-Mathematics raises concerns about what will be assessed on the NJSLA. The commenter also stated that testing science on the NJSLA for mathematics will bias the NJSLA mathematics data about student learning. (**52**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

172. COMMENT: The commenter stated that the climate change examples are suggestions and questions why they are not organized into an appendix instead of inserted next to the standards. **(18)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

173. COMMENT: The commenter stated that the NJSLS-Mathematics is a foundational tool for a myriad of topics within science, engineering, technology, and art, and has applications throughout history, music, and language. The commenter questioned why climate change opportunities are included to the exclusion of other topics. **(18)**

RESPONSE: The Department agrees that the NJSLS-Mathematics are relevant to a myriad of topics. The examples have been removed, but the icons signaling the opportunity

for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

174. **COMMENT:** The commenter stated that the discussion of climate change in the proposed NJSLS-ELA to be reserved for grades nine through 12. The commenter also stated that high school students have the maturity and intellectual ability to challenge texts, and the skills to fairly assess them. **(11)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts. .

175. **COMMENT:** The commenter expressed concern that science teachers are the only educators qualified to instruct students in the science of climate change and that science teachers have the proper education required to explain climate change concepts at an age-appropriate level. The commenter stated that science teachers have the proper equipment to perform the suggested experiments. (**136**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

176. **COMMENT:** The commenter asked whether glacier retreat was an example of how perimeter could be used in the climate change example for 3.M.C.6 in the NJSLS-Mathematics. (**150**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

177. **COMMENT:** The commenter noted that the climate change example for NJSLS-Mathematics standard 5.G.A.2 does not incorporate climate change. (**150**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

178. **COMMENT:** The commenter asked whether the climate change example for NJSLS-Mathematics standard 6.EE.C.9 could have students compare and contrast the growth of a plant in an area where it is getting the appropriate sunlight and water to a plant that may be in an area where it rained for several days. (**150**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

179. **COMMENT:** The commenter requested climate change examples for NJSLS-Mathematics standards 6.SP.B.5 and 8.SP.A.4. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

180. **COMMENT:** The commenter supported the NJSLS-Mathematics grades seven and eight climate change examples and stated that teachers will need materials and more examples. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

181. **COMMENT:** The commenter stated that teachers will need an example for the clarification statement for standards N.Q.A.1 and N.Q.A.2 in the NJSLS-Mathematics. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

182. **COMMENT:** The commenter stated that the article "Climate Change: Global Temperature" is a great example for standard N.Q.A.3 of the NJSLS-Mathematics. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

183. **COMMENT:** The commenter expressed excitement that mathematical induction relating to the Binomial Theorem is back in the standards. (**150**)

RESPONSE: The reference to the Binomial Theorem was included as a footnote in the 2016 NJSLS-Mathematics. The proposed 2023 NJSLS-Mathematics includes the reference as a clarification statement at the end of performance expectation A.APR.C.5.

184. **COMMENT:** The commenter stated that the article, "Few and Not So Far Between: A Meta-analysis of Climate Damage Estimates," which is linked within standard A.CED.A.1 of the NJSLS-Mathematics, is excellent, but many teachers will not read it or understand the equations. The commenter also stated that problems can be developed from the article and that the article contains examples applicable to standard A.CED.A.3. (**150**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

185. **COMMENT:** The commenter stated that an example for the climate change addition to standard A.CED.A.4 in the NJSLS-Mathematics would be helpful to teachers. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

186. **COMMENT:** The commenter expressed concern that the equation included in the climate change example for standard F.IF.B.6 of the NJSLS-Mathematics is too elementary for high school students and stated that the example is good for grade six standard 6.EE.B.7. The commenter encouraged use of an equation from the "Climate Change: Global Temperature." (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

187. **COMMENT:** The commenter stated that teachers will need a climate change example for standard G.MG.A.1 and G.MG.A.2 of the NJSLS-Mathematics and suggested solar geoengineering and geological carbon sequestration. **(150)**

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide

support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

188. **COMMENT:** The commenter supported the NJSLS-Mathematics high school statistics climate change examples and stated that teachers will need some guidance. (**150**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

189. **COMMENT:** The commenter stated that there is lack of justification and references provided for the five main contributors of climate change as presented on page 47 of the NJSLS-Mathematics document. The commenter requested that evidence for each of the five contributors be provided. (**711**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

190. **COMMENT:** The commenter stated that the clarification statement for climate change asserting that "as altitude increases, temperature decreases" needs additional specification in 6.EE.B.7. The commenter provided a hyperlink to a graph of altitude versus temperature to support their position. (**711**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

191. **COMMENT:** The commenter requested that a reference be provided for the climate change example in standard F.IF.A.2 of the NJSLS-Mathematics. (**711**)

RESPONSE: The example has been removed, but the icon signaling the opportunity for climate change integration remains. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

192. **COMMENT:** The commenter stated that climate change should be in the NJSLS-Science and is too overwhelming for teachers in younger grades. The commenter also stated that the overwhelming majority of middle school mathematics teachers do not have the content knowledge necessary to teach about the five main contributors of climate change as per standard 7.NS.A.3 and to teach about how unequal heating and rotation of the earth cause

patterns of atmospheric and oceanic circulation that determine regional climates as per standard 6.SP.B.4. (**722**)

RESPONSE: The examples have been removed, but the icons signaling the opportunity for climate change integration remain. The Department does not seek to be overly prescriptive in providing specific examples for instructional design, but rather provide support and foster creativity among schools and educators in applying meaningful and appropriate climate change concepts in their local contexts.

193. COMMENT: The commenter inquired when the revised NJSLS-ELA will go into effect. **(93)**

RESPONSE: The resolution under consideration by the State Board of Education (State Board) establishes an implementation date of September 1, 2024.

194. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be delayed until September 2025, citing the need for school districts to purchase materials, train staff in new literacy initiatives, and pilot new curricula. **(15)**

RESPONSE: The resolution under consideration by the State Board of Education (State Board) establishes an implementation date of September 1, 2024.

195. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because school districts need to concentrate on professional development related to student mental health and school districts might not have enough professional development time to devote to the revised NJSLS-ELA. **(17)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

196. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year. **(32)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

197. COMMENT: The commenters requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because implementation of both the NJSLS-ELA and Mathematics may be too much to attain in one school year. **(33 and 34)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

198. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because of obstacles faced by school districts in the aftermath of the COVID-19 pandemic. **(35)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

199. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because incorporating the NJSLS-ELA and Mathematics in the same year would be extremely difficult and may be detrimental to students. **(36)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

200. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because curriculum revisions for two content areas for one school year are costly, and school districts do not have adequate professional development hours to train staff. **(37)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

201. COMMENT: The commenter requested implementation of the revised NJSLS-Mathematics be postponed until the 2025-2026 school year to allow sufficient time for professional development on standards given that current professional development is focused on mental health and behavioral issues. **(17)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

202. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because curriculum revisions for two content areas for one school year tax resources and create a burden on school district's budgets. **(38)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

203. COMMENT: The commenter requested that the implementation of the NJSLS-ELA be postponed until the 2025-2026 school year because the NJSLS-Social Studies were recently implemented, and school districts have not yet adjusted to the revised content. **(39)**

RESPONSE: The resolution under consideration by the State Board establishes an implementation date of September 1, 2024.

204. COMMENT: The commenter expressed concern over students' knowledge of world history. **(3)**

RESPONSE: The comment is outside the scope of the NJSLS-ELA and Mathematics. World history is included in the NJSLS for Social Studies.

205. **COMMENT:** The commenter inquired if there will be hearings for the information literacy standards. **(4)**

RESPONSE: Governor Phil Murphy signed The Information Literacy Standard bill (S588) on January 4th, 2023. S588 directs the New Jersey Department of Education to develop New Jersey Student Learning Standards in information literacy. The Information Literacy Standards will be a part of the review and revision process of the NJSLS in 2025. The procedures for developing new NJSLS include the convening of advisory panels, presentation of proposed revisions to the State Board, and regional hearings.

206. **COMMENT:** The commenter objected to revisions to the "equity and equality" standards. **(4)**

RESPONSE: The comment lies outside the scope of the NJSLS-ELA and Mathematics.

207. **COMMENT:** The commenter requested that the Department focus on primary prevention of youth depression and suicide by eliminating virtual learning, discouraging social media use, and respecting parent-child relationships. **(9)**

RESPONSE: The comment is outside the scope of the NJSLS-ELA and Mathematics.

208. **COMMENT:** The commenter stated that "the new learning standards were unconstitutional voted in by the New Jersey State Board of Education, prior to NJ passing legislation." The commenter stated that they are unconstitutional because of the 2020 adoption timeline. NJ State BOE voted in the learning standards June 3, 2023 and the NJ legislature voted in a bill February 3, 2021, 9 months later. So, this revision process is based off of an illegal use of power by the NJ State BOE."(21)

RESPONSE: The Department disagrees with the commenter's claim that the new learning standards were unconstitutional. The State Board of Education is responsible for establishing State educational goals and standards according to P.L. 1990, c. 52, P.L. 1991, c. 3, and P.L. 1991, c. 62. This responsibility is articulated in New Jersey Administrative Code 6A:8-2.1 (a). The New Jersey state legislature does not vote to adopt revised or new academic standards.

With regard to a reported vote on the learning standards on February 3, 2021, the Department reviewed the New Jersey Legislature's Legislative Calendar for March 2021. According to the calendar there were no votes related to education held in March 2021.

209. **COMMENT:** The commenter requested that items from the NJSLA and NJGPA and the standards to which they align, be released because test items have not been released since 2019. **(12)**

RESPONSE: The comment is outside the scope of the review and revision of the NJSLS-ELA and Mathematics.

State of New Jersey

STATE BOARD OF EDUCATION

Adoption Resolution
October 4, 2023

Resolution to Adopt New Jersey Student Learning Standards

WHEREAS, the New Jersey State Board of Education is empowered, pursuant to P. L. 1990, c. 52, P. L. 1991, c. 3 and P. L. 1991, c. 62, with the authority to establish the State's educational goals and standards, and

WHEREAS, the State Board of Education is responsible under N.J.A.C. 6A:8-2.1(a)5 for initiating every five years a review and readoption process for the New Jersey Student Learning Standards based on recommendations by the Commissioner of Education; and

WHEREAS, the New Jersey Student Learning Standards define the knowledge and skills students should acquire within their kindergarten through grade 12 education careers to graduate high school with the ability to succeed in entry-level, credit-bearing academic college courses and in workforce training programs; and

WHEREAS, the State Board of Education reviewed two revised New Jersey Student Learning Standards, to ensure that the standards both set expectations for and meet the needs of New Jersey's students, and

WHEREAS, kindergarten through grade 12 educators, representatives from higher education, business, industry, and stakeholders statewide have provided focused expertise in reviewing the New Jersey Student Learning Standards in English Language Arts and Mathematics; and

WHEREAS, the New Jersey Department of Education has fully considered the recommendations of the Standards Review Committees, revised the standards accordingly, and now presents them to the State Board of Education for review and adoption; and

WHEREAS, extensive public input was sought and thoughtfully considered through regional testimony sessions, written comments, and feedback submitted through the New Jersey Department of Education's website; and

WHEREAS, revisions to the New Jersey Student Learning Standards – English Language Arts reflect the knowledge, practices, and skills necessary to build readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive global citizens; and

WHEREAS, revisions to the New Jersey Student Learning Standards – Mathematics reflect the knowledge, practices, and skills necessary for students to engage in mathematical investigation, communication and problem solving to prepare for the next generation for the jobs their world will demand; and

WHEREAS the New Jersey Student Learning Standards provide the foundation for high expectations and rigorous curriculum, instruction, and assessment for every student; and now be it

RESOLVED, the State Board of Education reaffirms its commitment to ensuring the Standards both set expectations for and meet the needs of New Jersey's students and by adoption of this resolution hereby directs school districts to integrate the New Jersey Student Learning Standards in English Language Arts and Mathematics, in kindergarten through grade 12; and be it further

RESOLVED, the State Board of Education hereby directs that the revised New Jersey Student Learning Standards in English Language Arts and Mathematics will serve as standards of quality for public school students in kindergarten through grade 12 programs in New Jersey; and be it further

RESOLVED, district boards of education shall fully comply with this resolution and shall implement the revised New Jersey Student Learning Standards in English Language Arts and Mathematics by September 2024, align their curricula with the standards, and ensure students learn and are assessed as required by federal law; and be it further

RESOLVED, the State Board of Education commends and expresses their appreciation to the individuals and organizations, both within the State and beyond its borders, who have contributed to this revision of the New Jersey Student Learning Standards.

Angelica Allen-McMillan, Ed.D., Acting Commissioner Acting Secretary, N.J. State Board of Education	Kathy Goldenberg, President N.J. State Board of Education